

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to June 30, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants / Administration</div> <div>2014 JAN 21 PM 3:26</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received Texas Education Agency</div> </div>
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Texans Can Academics	752251099	325 W 12 th Street	
Mailing address line 2	City	State	ZIP Code
Suite 250	Dallas	TX	75208
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
057-804		10	30
			DUNS #
			618138523

Primary Contact

First name	M.I.	Last name	Title
Mattie		Richardson	Director of Grants
Telephone #		Email address	FAX #
214-944-1960		mrichardson@texanscan.org	214-946-4427

Secondary Contact

First name	M.I.	Last name	Title
Christine		Ortiz	Operations Executive
Telephone #		Email address	FAX #
214 943-2244		Ortiz@texanscan.org	214-946-4427

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Oscar		Rodriguez, Jr	Superintendent
Telephone #		Email address	FAX #
214-943-2244		orodriguez@texanscan.org	214-946-4427
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application

1/16/14

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	<input checked="" type="checkbox"/>	N/A
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	
13	Needs Assessment	<input checked="" type="checkbox"/>	
14	Management Plan	<input checked="" type="checkbox"/>	
15	Project Evaluation	<input checked="" type="checkbox"/>	
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the Instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texans Can Academies, a local education agency (LEA), currently operates a unique network of **10 high-need charter high-schools** serving the most at-risk 9th – 12th grade students in the **five largest metropolitan areas** in Texas: **Austin, Dallas, Fort Worth, Houston, and San Antonio**. Texans Can currently employs **213** teachers and educators in its schools and will add an 11th campus in 2014, employing an estimated 25 additional educators. Responding to an unmet need of troubled youth that traditional schools commonly rejected, Texans Can Academies opened its doors in 1988 offering a GED program for adjudicated (juvenile justice) youth. However, as a result of the passing of the Texas charter school legislation in 1995, Texans Can Academy, as one of the first 20 designated charter schools began offering a high school diploma in 1996. Since its inception, Texans Can Academies has served over 135,000 low-income underrepresented minority students and their parents. Texans Can Academies target population is at-risk and underserved youth and includes a high percentage of Hispanic, African-American, limited English proficient, low-income, and some of the most undereducated students in Texas. Texans Can and its exclusive network of **10 charter high schools** have become a platform for quality education and community empowerment where underrepresented students, parents, school teachers and administrators are engaged in leadership training, academic preparation, technology integration, college/career readiness, enrichment and social programming. Without Texans Can these students would have been abandoned without an education or a desire to succeed.

Yet despite Texans Can's accomplishments, a recent needs assessment conducted specifically in response to this solicitation identified notable gaps and weaknesses, as well as strengths and opportunities, related to human resources, practices and policies, professional capacity building and educator support mechanisms. Each of Texans Can Academies 10 high-need charter schools are extremely economically disadvantaged (aggregate 93%), receive Title I funding, and all possess ongoing low student academic achievement and school ratings. Additionally, each school faces unique challenges in increasing student achievement, college readiness, and graduation rates. Further, serving economically distressed communities and students who are categorized as the **hardest to serve in Texas**, Texans Can Academies has difficulty in recruiting and retaining qualified and highly-effective teachers, principals, and non-classroom staff. As a result, student academic performance suffers tremendously. All 10 participating campuses are categorized as Priority/Focus schools and 8 missed Adequate Year Progress (AYP) two consecutive years. Texans Can's 2012 STAAR-EOC test scores, which measured students' abilities to meet state academic standards, were significantly below the state average. Only 43% of students (compared to 77% for state) demonstrated competencies in core subjects while 46% (compared to 80% for state) and 44% (compared to 79% for state) demonstrated competencies in Reading and Math, respectively. Similarly, Texans Can's graduation rate was a only 42.1% compared to the state at 87.7%.

National and state research confirms that the single most important variable in student achievement is the quality of the individual teacher in the classroom. Highly effective teachers are critical in supporting students to meet their highest academic potential. Yet the challenge of ensuring quality teaching is magnified by high teacher turnover and a shortage of qualified, credentialed, and experienced teachers. (Educate Texas. *Texas Teaching Commission: Recommendations for the Next Generation of Teaching Policy in Texas*. 2012). Texans Can's low state assessment (STAAR-EOC) scores and graduation rates clearly demonstrate major achievement gaps which can be attributed to non-effective teachers and principals, lack of experience, high turnover, limited professional development, and a deficiency of an educator appraisal system. A majority of Texans Can's educators are not credentialed or possess provisional certifications and lack the experience and training to effectively support student achievement. Of Texans Can's current **184** teachers, **71** are not teaching in the subject area in which they were trained and **42** are teaching with a provisional certification. Only half (**10**) of the Assistant Principals are certified. Of its **10** Principals, **one** is not certified and **two** are in their first year.

In response to this urgent need, Texans Can, an LEA, proposes Project **READY (Rewarding Educators for Academically Developing Youth)** a district wide initiative. In direct alignment with TEA's Educator Excellence Innovation Program Project **READY** program elements are uniquely designed to support and improve Texans Can educators' effectiveness throughout the entire timeline of their teaching or educational careers. Specifically, the overarching goal of Project **READY** is to increase the competencies, skills, and knowledge of secondary school teachers, administrators, and non-classroom staff to become highly effective **leaders of learning** for increasing the academic performance and college readiness of secondary school students (grades 9-12), particularly at-risk, minority, low-income, and under-represented students to compete in 21st century careers. Project **READY** will develop the talent of teachers, administrators, and educators across 11 high-need charter high schools through professional development opportunities and structures that support educators in high quality learning and teaching to ensure student success.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project **READY** objectives include the following: 1) Increase student academic performance by creating quality and effective teachers; 2) Establish effective recruitment, hiring and induction practices; 3) Establish effective, mentoring, coaching, retention and evaluation practices; 4) Increase career growth/pathways through effective recognition and reward system; and 5) Increase effective professional development through alignment to needs and evaluation plan. To accomplish the aforementioned goals and objectives and ultimately improve overall student performance, Project **READY** will create collaborative campus cultures that support the development of highly-effective teachers, leadership and encourage administrators, teachers, and school personnel to seek and attain professional growth within their field while promoting career advancement and rewarding recognition through additional compensation. Texans Can will hire one part-time Project Director to oversee operations as well as a full-time Lead Master/Instructional Teacher for instructional support. Utilizing current research and best practices in education, as well as to address identified prioritized needs, Project **READY** will employ the following practices:

1) **Induction and Mentoring:** Project **READY** will implement a comprehensive induction system at 11 Texans Can campuses that will provide all first year, new, and other teachers with the knowledge and skills necessary to be successful and effective in their classrooms and throughout their teaching careers. The induction system will include: summer orientation training for all first year and new teachers; opportunities for new teachers to observe or co-teach with skilled teachers; follow-up discussions of classroom observation results; and ongoing professional development and formative review of first year and new teacher performance. Through Project **READY** Texans Can will also formalize a comprehensive mentoring component to ensure all educators are linked to an experienced educator. Campus Master and Mentor Teachers will be hired to guide and provide ongoing guidance to new, first year, and other teachers.

2) **Evaluation:** A formal evaluation process will be implemented to assess multiple measures of teacher performance such as student growth, classroom observation, teacher self-assessment, and student evaluations. The **TalentEd Perform System**, an integrated and effective system for teacher evaluation and support adapted from the Texas TAP system for Teacher and Student Advancement, will serve as the crux of summative evaluation. Teacher practice in classroom will be measured by performance on TalentEd Perform Standards, a proven teacher observation, summative evaluation, and rubric. Information derived from classroom observations will allow teachers to identify problems and opportunities, evaluate instructional effectiveness, and identify and share best practices to improve student performance. An ongoing formative evaluation will focus on assessing project progress as well as addressing whether or not proposed Project **READY** objectives and strategies are being implemented as planned at each partner campus.

3) **Professional Development and Collaboration:** An integral part of Project **READY** will be ongoing proven professional development aimed at pedagogy and increasing data-driven decisions. Texans Can, in partnership with TalentEd, University of North Texas at Dallas, and Teach for America, will provide year-round training to participating teachers on topics such as effective classroom instruction, pedagogy, management, and communication strategies.

4) **Strategic Compensation and Retention:** Texans Can believes hard-work and dedication to its students deserves career advancement, promotional growth, and greater compensation. Project **READY** has allotted sufficient resources (see below) to offer salary augmentation and incentives to retain high quality teachers as well as incentives for teachers to become Master and Mentor Teachers and to undertake added responsibilities (classroom observation, pedagogical professional development, etc.). TalentEd and VAL-ED appraisals systems will measure teacher and principal progress.

5) **Recruiting and Hiring:** Texans Can will implement a formalized system to review and modify current recruitment and hiring practices at all campuses to ensure effective strategies (early hiring practices, hiring bonuses, incentives, relocation allowances, etc.) are incorporated to attract the most qualified and effective teachers/educators. Texans Can will collaborate with AppliTrack, the leading recruiting/hiring solution for schools, to enhance recruiting and hiring efforts.

6) **Creating Career Pathways:** A formal career pathways element with salary augmentation and incentives will be implemented to offer educators opportunities for career advancement. Project **READY** will provide multiple career pathways (Campus Master and Mentor Teachers, etc.) for professional growth of teachers, administrators and non-classroom staff including, but not limited to teacher certification, enrollment in Master's degree programs, increased job responsibilities tied with compensatory incentives, and promotion.

Texans Can is proud to partner with Teach for America, UNTD, AppliTrack, TalentEd, and VAL-ED in the implementation of Project **READY**. Project **READY** is highly endorsed from Texans Can entire 10 charter school faculty with over 99% demonstrating support of the program. Texans Can's total 2-year budget is **\$1,999,984** (\$999,992 per year). To create innovative compensation plans and incentives to recruit and retain highly effective teachers, **58.7% (\$1,175,800)** of the total budget request has been allocated for salary augmentation, differentiated compensation, and incentives.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-804 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through June 3, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$817,900	\$0	\$817,900	\$817,900	\$0	\$817,900
Schedule #8	Professional and Contracted Services (6200)	6200	\$155,000	\$0	\$155,000	\$155,000	\$0	\$155,000
Schedule #9	Supplies and Materials (6300)	6300	\$4,620	\$0	\$4,620	\$4,620	\$0	\$4,620
Schedule #10	Other Operating Costs (6400)	6400	\$12,214	\$0	\$12,214	\$12,214	\$0	\$12,214
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$989,734	\$0	\$989,734	\$989,734	\$0	\$989,734
Percentage 2.073% indirect costs (see note):			N/A	\$10,258	\$10,258	N/A	\$10,258	\$10,258
Grand total of budgeted costs (add all entries in each column):			\$989,734	\$10,258	\$999,992	\$989,734	\$10,258	\$999,992

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$999,992	\$999,992
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$99,999	\$99,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 057-804			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher/Lead Master	1	36	\$277,000	\$277,000	
2 Educational aide			\$	\$	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director		1	\$42,500	\$42,500	
5 Project coordinator			\$	\$	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor			\$	\$	
8 Secretary/administrative assistant	1		\$37,500	\$37,500	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15 Title			\$	\$	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$357,000	\$357,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			\$75,000	\$75,000	
20 6119 Professional staff extra-duty pay (Compensation Performance Pay)			\$352,400	\$352,400	
21 6121 Support staff extra-duty pay (Compensation Performance Pay)			\$33,500	\$33,500	
22 6140 Employee benefits			\$0	\$0	
23 61XX Tuition remission (IHEs only)			\$0	\$0	
24	Subtotal substitute, extra-duty, benefits costs		\$460,900	\$460,900	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$817,900	\$817,900	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Teach for America		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Programmatic and Operational Support			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$30,000	\$30,000
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$30,000	\$30,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057-804

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: University of North Texas at Dallas		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Professional Development and Mentor Training			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 2	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$15,000	\$15,000
3	Specify topic/purpose/service: Talent Ed		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Teacher Evaluation, Training, and Value-Added Calculations (TalentEd Suite)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$25,000	\$25,000
	Contractor's other operating costs		\$10,000	\$10,000
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$35,000	\$35,000
4	Specify topic/purpose/service: External Evaluator		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Formative and Summative Evaluation			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 5	\$46,500	\$46,500
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$2,500	\$2,500
	Contractor's other operating costs		\$1,000	\$1,000
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$50,000	\$50,000
5	Specify topic/purpose/service: VAL-ED		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Principal, Assistant Principal and Administrator Appraisal System and Training			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$25,000	\$25,000
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$25,000	\$25,000

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Schedule #8— Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 057-804		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$155,000	\$155,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$155,000	\$155,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-804

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$4,620	\$4,620
Grand total:						\$4,620	\$4,620

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057-804		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$12,214	\$12,214
Grand total:		\$12,214	\$12,214

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 057-804			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 057-804			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			4,306		
Category	Number	Percentage	Category	Percentage	
African American	1,389	32.3%	Attendance rate	86.8%	
Hispanic	2,752	63.9%	Annual dropout rate (Gr 9-12)	8.8%	
White	110	2.6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	39.0%	
Asian	12	0.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	1%	
Economically disadvantaged	4,020	93.4%	Students taking the ACT and/or SAT	8.7%	
Limited English proficient (LEP)	509	11.8%	Average SAT score (number value, not a percentage)	1173	
Disciplinary placements	0	0.0%	Average ACT score (number value, not a percentage)	15.1	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	88	47.8%	No degree	3	1.7%
Hispanic	25	13.8%	Bachelor's degree	148	80.5%
White	61	33.3%	Master's degree	31	16.7%
Asian	10	5.5%	Doctorate	2	1.1%
1-5 years exp.	114	62.2%	Avg. salary, 1-5 years exp.	\$43,684.51	N/A
6-10 years exp.	36	19.4%	Avg. salary, 6-10 years exp.	\$49,767.66	N/A
11-20 years exp.	34	18.3%	Avg. salary, 11-20 years exp.	\$54,601.77	N/A
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public														
Open-enrollment charter school										1238	981	1134	953	4306
Public Institution														
Private nonprofit														
Private for-profit														
TOTAL:										1238	981	1134	953	4306

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public														
Open-enrollment charter school										53	42	48	41	184
Public Institution														
Private nonprofit														
Private for-profit														
TOTAL:										53	42	48	41	164

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment processes, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can serves **4,283** of the hardest to serve minority at-risk, low-income student population in the state in **10** high-need charter schools, of which all are receiving Title I funding. Of the total students enrolled, **2,611 (61%)** are Hispanic, **1,478 (35%)** are African American, **4,168 (97%)** are at-risk, and **4,016 (93%)** are categorized as low-income (TEA TAPR – 2013 data). During the planning stages, Texans Can reviewed several data sources including, related literature, district and campus improvement plans, state STAAR test scores, TEA demographic data, federal and state accountability ratings, teacher and administrator data including previous appraisal data, proven research, governance and policies. In addition, focus groups were held with the superintendent, teachers, principals, and non-classroom staff. Through this comprehensive review process, Texans Can identified notable gaps and weaknesses as well as strengths and opportunities related to infrastructure, resources, practices, policies, curriculum, instruction, capacity building and support mechanisms that led to the design of Project **READY**. During this systemic process, Texans Can reviewed its current achievement ratings (campus ratings, educators' tenure and qualifications, hiring practices, policies, career pathways, etc.) and compared them to desired goals and expectations. Sadly, Texans Can schools demonstrated a high-need for a program with goals such as EEIP. In fact, and comparable to the districts improvement plan, Texans Can 10 high-need charter schools all faced similar unique challenges in increasing student achievement, college readiness and graduation rates, including the recruitment, retention and creation of highly-effective teachers, principals and non-classroom staff. Texas administers the standardized STAAR-EOC tests to measure students' abilities to meet state academic standards. All **10** participating campuses are categorized as Priority/Focus schools and 8 missed Adequate Year Progress (AYP) two consecutive years. (TAPR 2013-AYP 2012). The STAAR scores of students in these schools were well below the state average. The STAAR scores (core subjects) for these schools demonstrated a significant under-achievement of **43%** when compared to the state at **77%**. Reading results only showed **46%** of the students met state standards compared to **80%** of students' statewide. Students demonstrating competency in Math were also at-risk with only **44%** of students meeting STAAR standards compared to **79%** for the state (STAAR data 2012). During this same period graduation rates and college entrance exam scores were similarly bleak. The graduation rate was a dismal **42.1%** compared to the state at **87.7%**. SAT/ACT scores were a low **1,121** and **14.7%** compared to the state at **1,422** and **20.5%**, respectively. The STAAR scores for students in grades **9th-12th** clearly demonstrated major achievement gaps when compared to the overall state. The low academic scores can be attributed to non-effective teachers and principals, lack of experience, high turnover, an absence of formal mentoring, limited professional development, an a deficiency of an educator appraisal systems. The average tenure for a school principal or teacher at Texans Can is **3 to 4 years**, respectively. To compound the problem of retention, Texans Can has difficulty in recruiting qualified and effective educators to serve its economically distressed communities and students who are categorized as the **hardest to serve in Texas**. High poverty and low-achieving schools, have difficulty attracting high-quality applicants (Morgenthal, 2002). Once hired – educators at Texans Can schools face many challenging circumstances surrounding their schools such as poor nutrition, criminal activity, high illiteracy, etc. These challenges are compounded with immense pressure to turnaround low-achieving schools that have historically low student achievement. At Texans Can principals and educators often lack the experience, training, certification, and knowledge to perform tasks at a level needed to meet the educational demands of schools. Teachers and principals of these campuses are faced with challenges related to: 1) fostering development of teachers and educators who are eager to advance; and 2) recruiting high-quality educators' eager to learn and teach. A large majority of the educators are not credentialed or possess provisional certifications. Texans Can serves **213** educators (**10** Principals, **19** Assistant Principals and **184** Teachers) in its schools. Of the **184** teachers, **71** are not teaching in the subject area they were trained to teach, **42** are teaching with a provisional certification and only **26** teachers hold a Master's. Only half (**10**) of the Assistant Principals are certified. Of Texans Can's **10** Principals, **one** is not certified, **one** will be vacant (June 2013), **two** are in their first year, **three** are retiring (June 2013) and **three** have an average of four years of experience as a principal. Texans Can needs are prioritized through first coordinating a comprehensive school needs assessment that also involves feedback and recommendations from the Board of Trustees, faculty, community/youth advisory boards and parent teacher association. After, Texans Can's cabinet (Superintendent, Principal, Directors, Dean of Instruction, etc.) reviews and assess results, feedback and recommendations. While cognizant of the districts mission, resources, policies, human capital, improvement plans, etc., the cabinet prioritizes findings based on students' academic needs in order from greatest to least. Length of time needed to eliminate each identified gap and weakness also influences the prioritization of needs

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students are not learning, scoring proficient on state assessments (STAAR-EOC), involved in rigorous courses, actively engaged in college preparation exams or academically accelerating at a level required to graduate high school on-time and are not meeting state college or career ready status.	Project READY will provide teachers with ongoing professional development training to increase pedagogical instructional strategies and support the use of data driven instruction. An educator appraisal system (TalentEd) will be incorporated to measure educator progress related to student academic performance. Students will be supported in attaining proficiencies in core subjects through proven practices, STAAR-EOC preparation, AP/dual enrollment course involvement, college preparation (SAT/ACT), etc.
2.	Transparent policies and practices to attract, recruit and hire highly-qualified and highly-effective teachers, principals and non-classroom staff (Master Teachers, Content Coaches, Instructional Advisors, etc.) are major barriers at all 10 high-need charter high schools. Additionally, the absence of a formal coordinated induction process for new teachers hinders the overall preparation and retention of teachers.	Project READY will implement a formalized system to review and modify current recruitment, hiring and induction practices to ensure effective strategies (hiring bonuses, relocation allowances, etc.) are incorporated to attract the most qualified and highly-effective teachers/educators. A formal career pathways element with salary augmentation, and incentives will be implemented to offer educators opportunities for career advancement. A coordinated and useful induction process will be employed to provide new teachers the guidance and support needed to be effective.
3.	A nonexistent formal coaching, mentoring, and educator evaluation component and system hinder the participating schools' abilities to retain and adequately prepare teachers, educators, and principals through ongoing technical guidance and support. The lack of these systems also impedes the schools' capacities to appropriately compile student and teacher data to accurately appraise and reward educators for outstanding accomplishments or to identify areas needing attention.	Texans Can will have the opportunity to enhance and formalize a comprehensive coaching and mentoring component to ensure all educators are linked to an experienced and successful educator who will guide and support them throughout their career with the district. Additionally, TalentEd and VAL-ED educator appraisal systems will be acquired and formally used for value-added assessments. Master and Mentor Teachers will be hired to mentor, coach, and provide ongoing guidance to new, first year and tenured teachers, as well as design and deliver pedagogical professional development.
4.	Access to promotional career opportunities for educators (assistant principals, teachers, para-professional, non-classroom staff, etc.) to advance towards higher employment prospects with greater responsibilities and compensation is limited, if not altogether unavailable to educators.	Texans Can believes hard-work and dedication to its students deserves career advancement, promotional growth and greater compensation. Project READY has allotted sufficient resources to offer salary augmentation for teachers to become campus Master and Mentor Teachers to support peers as well as incentives for teachers to undertake added responsibilities such as classroom observation, pedagogical professional development training, lead instructional planning period, coaching, etc.
5.	Due to budget constraints and limited resources, the primary focus and fiscal investment has been on student academics and state assessments. As a result, professional development, educator evaluation assessments, and data management instruments and information systems has been overlooked, disregarded, and neglected.	An integral part of this project will be ongoing proven professional development aimed at pedagogy and increasing data-driven decisions including implementing effective educator appraisals systems (TalentEd and VAL-ED) to measure progress and offer differentiated compensation. A data management system and value-added calculation (TalentED Suite) will be incorporated to compile and analyze data to accurately measure progress and determine the level of payment for each educator.

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Schedule #14—Management Plan

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Project Director, Dr. James Hughey holds a Doctorate of Education, Masters of Education, B.S., and Superintendent, Principal, and Math Certifications and has over 55 years of experience in education and managing federal and state programs. Qualifications: Master's in related field, five years of program and fiscal management, five years' experience in education and supervision.
2.	Lead Master/Instr. Teachers	Qualifications: Must possess a Master's Degree in Teacher Education or a Master of Education – Instructional Specialist in the core content areas, Texas Masters and Teaching Certificate with a minimum of 7 years of teaching experience and two years of mentoring in a high school.
3.	Program Assistant	Qualifications: Must possess a AA Degree and 2 years of experience in educational setting, preferably a high school supporting administrators with maintaining files, prepare written correspondence, reports, schedules and provide technical support to staff and campus facilitators.
4.	Partner - Consultants	Qualifications: Each partner selected requires superior qualifications, expertise, 10 plus years of experience, and resources and commitment to improving teacher, educator and administrator quality and effectiveness while overall improving student learning and academic performance.
5.	External Evaluator	Qualifications: Must possess 10 years of successful experience in evaluating federal and state programs, broad knowledge of scientifically-based evaluation methodologies, implementation, and reporting requirements and highly educated (Doctorate, Masters, etc.), experienced and trained.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by creating quality and effective teachers	1. Student academic and college growth model finalized	04/01/2014	05/30/2014
		2. Teachers trained and students engage in rigorous pedagogy	05/30/2014	06/30/2016
		3. Student enrollment in AP courses increase by 20% yearly	11/01/2014	06/30/2016
		4. Student attendance and SAT/ACT scores increase yearly	11/01/2014	06/30/2016
		5. Math and reading STAAR scores increase by 10% yearly	09/01/2014	06/30/2015
2.	Establish effective recruitment, hiring and induction practices	1. Recruitment/hiring incentives developed and policy changes	04/01/2014	05/15/2014
		2. Induction of new teachers/educators implemented	05/16/2014	06/30/2106
		3. Highly qualified candidates apply in high need schools	05/15/2014	06/30/2016
		4. Yearly retiring/resigning teachers stay due to program	05/30/2014	07/15/2014
		5. The number of effective teachers increases by 20% yearly	09/01/2014	06/30/2016
3.	Establish effective, mentoring, coaching, retention and evaluation practices	1. Mentors selected, trained and assigned mentee	06/01/2014	07/31/2014
		2. Attrition rate of mentor/mentee increases over baseline	08/01/2014	06/30/2015
		3. Teacher /non-classroom staff evaluation system set	08/15/2014	06/30/2016
		4. 90% of teachers/educators indicate career satisfaction	08/01/2014	06/30/2015
		5. Retention of teachers/educators increase by 20% annually	08/01/2014	06/30/2015
4.	Increase career growth/pathways through effective recognition and reward system	1. Lead Master Teacher and Program Assistant hired	04/01/2014	05/15/2014
		2. Campus Master/Mentor Teachers selected and trained	04/30/2014	06/15/2014
		3. Teachers/educators advance beyond basic level yearly	09/01/2014	06/30/2016
		4. Evaluation domains show increases in value added scores	09/01/2014	06/30/2016
		5. Teachers and educators compensation increases yearly	09/01/2014	06/30/2016
5.	Increase effective professional development through alignment to needs and evaluation plan	1. District/Partners implement professional development	05/30/2014	06/30/2016
		2. Teacher growth model created and capacity building starts	04/01/2014	05/30/2016
		3. Progress in instructional and leadership practices observed	09/01/2014	06/30/2016
		4. 90% of teacher/educators report satisfaction of training	09/01/2014	06/30/2015
		5. Students meeting state Level II/III scores increases by 10%	09/01/2014	06/30/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, Lead Master Teacher and the independent evaluator will communicate with the **EEIP Guidance Council (GC)**-(Project Director, Superintendent, CEO, CFO, principals, parent, partner, etc.) at least weekly during the first six months of the project to monitor all project activities. Thereafter, staff will continue to communicate weekly and with the **GC** monthly to provide updates, present data on performance measures, seek input on project direction, review progress toward goals and objectives, and make adjustments as necessary. Project status will be shared with teachers, students, parents, and community members quarterly through school newsletters, web-page, emails, or during parent meetings. Project **READY** activities will be incorporated into the Texans Can year-round planning calendar and will include the following: project personnel will coordinate Campus activities with administrators and teachers, scheduled monthly meetings with GC; and business office will follow established procedures for on ongoing feedback and continuous improvement. During these meetings, the Project Director, GC, staff, Campus Leadership Teams (CLT) and Teacher Advisory Council (TAC) - (discussed later) will discuss program status, evaluation results, lessons learned, challenges and accomplishments in order to make program improvements. The following data will be collected and reviewed on an ongoing basis to monitor accomplishment of performance measures (as identified by TEA), assess student academic progress, and gauge longitudinal teacher, principal, and educator progress: campus level data in core content areas for each student (STAAR-EOC, 6 week grades, etc.), student deficiency data, attendance and behavior data, student perception data (including classroom observations – 4 times annually, and teacher self-reported data. School input will also be solicited by the Master/Mentor Teachers and reviewed by the Project Director, evaluator and GC in order to incorporate any program improvements. Weekly staff meetings will be facilitated by the Project Director with staff to assess progress and challenges. The Project Director will provide monthly progress reports to the superintendent and principals on: 1) progress toward objectives; 2) effectiveness in meeting the outcomes; 3) results of participants; and 4) continuous improvement evaluations to seek discrepancies between target versus actual progress and to develop modifications. An evaluator will gather qualitative and quantitative data. These data will be used as a continuous improvement protocol to assess program delivery, progress and design modification as appropriate. Evaluation reports will be submitted to project staff, Board of Trustees, TEA, and GC, on a quarterly and annual basis.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can's general practices have always been to implement and sustain promising educational programs that help all learners succeed academically and will continue to do so with this project. Plans of sustainability of Project **READY** will be an ongoing focus of Texans Can and will begin with day one. Since inception, Texans Can has already established a strong organizational base for Project **READY** (for example, procedures, systems, and schedules are in place, and partners and schools know their roles and strongly support the initiative). Project **READY** will be housed at corporate office in Dallas under the division of federal, state, and local programs. Establishing a strong organizational foundation fosters sustainability. Thus this division strongly advocates and has access to an array of programs and resources within Texans Can that will be leveraged for students and educators which ultimately begins the planning for sustainability. Community leaders, parents, businesses and educators will also be part of the GC and will assist in planning the sustainability and stability of Project **READY**. In addition, project staff with their expertise and abilities will bring their perspectives to the schools. All these elements will ensure that a broad diversity perspective is brought to the district/campus to ensure schools institutionalize these practices, strategies, programs, and seek other resources. Project **READY** is endorsed from both the top leadership of Texans Can and from the entire 10 charter school faculty with over 99% demonstrating support of the program (described later). The professional development that will be provided to teachers and educators will strength commitment, reinforce learning processes, and ensure that all educators are more effectively prepared, skilled and knowledgeable to deliver rigorous personalized learning even after grant funding ends. Texans Can is dedicated to sustaining the project to provide the best venue in which students can move toward high school graduation, post-secondary education and job preparedness. Texans Can envisions this grant as seed funding to enable the district to establish a rigorous, highly-researched, and successful program school-wide. Thus, District and campus administrators will provide planning and guidance time at no-cost to the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Formative Evaluation	1. ■ number of Master and Mentor Teachers per year; ■ number of certified classroom observers per year; ■ number of new and experienced teachers mentored per year; ■ number of new teacher who participated in induction activities per year; ■ topics of professional development sessions and number of hours; ■ number of participating teachers and administrators and their satisfaction level with professional development, mentoring, and collaboration activities per year; ■ number of teachers and administrators who received performance-based bonuses per year; ■ number of teachers, administrators, and staff who received augmentation pay for added responsibilities per year; ■ number of teachers who are hired or retained due to incentives per year; ■ number of collaboration hours among teachers; ■ attrition and retention rates of teachers and administrators per year; ■ self-assessment/reflection by teachers (after each classroom observation) increase; ■ numeric increase or decrease in each rubric of TalentEd Perform Skill and Knowledge Standards <i>over prior years</i> ; ■ percent of teachers scoring the equivalent of proficient or better in each rubric of TalentEd Perform <i>each year</i> ; ■ increase or decrease in VAL-ED score of principals and assistant principals per year.
		2. ■ Satisfaction levels and feedback from students and parents increases; ■ number of students receiving credit from advanced AP or dual enrollment courses increase; ■ attendance rates increase ■ number of students scoring proficient on SAT/ACT increases; ■ graduation rates increase; ■ number of students promoted each year increases; ■ STAAR-EOC scores increase – categorized by age, gender and ethnicity.
2.	Summative Evaluation	1. ■ Teacher Classroom Performance through Multiple Classroom Observations – average value added score increases per year; ■ Academic achievement growth of teacher's classroom students value-added scores increase each year; ■ Achievement growth of all students in tested grades school-wide value added scores increase each year; and ■ number of overall teacher, administrators and non-classroom staff receiving recognition and awarded differentiated compensation.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Baseline and programmatic data will take into consideration the number of participants served at each campus including demographics, characteristics and student school data such as attendance and graduation rates, student assessment data, college course enrollment, courses enrolled, state test data, and other services provided. In addition to baseline data collected during the first quarter of the project, quarterly, semi-annual and annual data collection methods at the participating campuses will include surveys, classroom observations, interviews, evaluations (TalentEd and VAL-ED) of teachers, educators and administrators, review of student academic data, AP/dual enrollment, SAT/ACT data, review of lesson plans and project activities. Quarterly review and performance reports will document progress toward performance indicators completed by the end of each project year. Analysis will be conducted annually on qualitative and quantitative data on each performance indicator. Consistent with the protocol identified in the TalentEd and VAL-ED systems, the Project Director, Lead Master Teacher, Campus Leadership Teams (at each campus will include the principal, assistant principal, Dean of Instruction, curriculum specialists, Master teachers and teacher mentors), the Teacher Advisory Council, EEP Guidance Council, and the Independent evaluator will meet quarterly to review the data of each rubric associated with TalentEd and VAL-ED, student-level academic data, course enrollment (AP/dual credit, SAT/ACT), graduation data, curriculum alignment, discuss lessons learned, and find ways to explore subsequent improvement of programs and services. If progress on objectives are not on time or if budgetary issues arise, necessary action steps by the director and staff will be implemented and monitored to correct these issues.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Project **READY** will implement a comprehensive induction system at 11 Texans Can campuses that will provide all first year, new, and other teachers with the knowledge and skills necessary to be successful and effective in their classrooms and to enable them to stay in the teaching profession. All first year and new (1 to 3 years) teachers to the profession will be required participate in all induction activities for up to three years until they receive tenured (more than three years) status. Veteran teachers, in their first year of teaching in one of Texans Can campuses, will also be required to participate in induction activities. The content and structure of the comprehensive induction system shall be aligned with TEKS (Texas Essential Knowledge and Skills), TEKS Resource System – Researched-based Curriculum Management Practices, and STAAR-EOC including TalentEd and VAL-ED Standards. The induction system will include the following:

- A two-day summer orientation/training for all first year and new teachers to the Texans Can school system;
- Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- Follow-up discussions of the classroom observation results and co-teaching experiences;
- Ongoing professional development designed to address first year and new teacher needs and concerns; and
- Ongoing formative review of first year and new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

Campus Orientation: Teachers will attend a two-day campus orientation each year, led by the principal and assistant principal of each campus. Activities will include touring of the campus, meeting Mentor Teachers, becoming familiar with campus improvement plan, resources, procedures, and planning for the first weeks of school. All participants will receive handbooks on topics such as legal requirements, district and classroom policies and procedures, and other resource materials. The handbooks will also include planning guides for the core content areas that define what to teach, offer effective teaching strategies, and outline pacing of the content – with special emphasis for teaching at-risk and high-need students. In addition, first year and new teachers will receive an additional intensive three-day training on Literacy Across the Curriculum Pedagogy, and its associated instructional practices aimed to enhance literacy, analytical, and problem solving skills of students in core subject areas. **Mentoring:** Project **READY** will establish a cadre of mentors at each Texans Can campus to support first year and new teachers. Additionally, experienced and Master Teachers will be paired with first year, new and tenured teachers. To the extent possible, the Project Director, Campus Principal, and the Lead Master Teacher will pair mentors with teachers that teach the same subject, grade level, or that previously taught the same subject or grade. Selection of Master and Mentor Teachers will be made from the pool of committed tenured, experienced, degreed (Masters), and certified teachers at each Texans Can campus. To the extent possible, each campus will establish the maximum ratio of mentors to mentees. One-on-one mentor-mentee matches with at least one year commitment will be sought, but in no case will a single Mentor Teacher be paired with more than five new teachers. Selection of the mentors will be based on the following criteria: 1). Possess tenured status and demonstrated knowledge of adult learning theory and peer coaching techniques; 2). Demonstrated knowledge and skills to address the performance evaluation criteria and outcomes to be met by mentee; 3). Hold a Master's in content area, advanced professional certificate and be rated as satisfactory; and 4). Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant. The basis of the selection of mentors will be made by a thorough review of personnel records, academic accomplishments of their students based on TAKS and/or STAAR-EOC scores for the previous years, peer recommendations, annual evaluations and the number of professional development activities participated including any certifications/awards received. To the extent possible, Mentor Teachers will have three years of teaching experience in the same subject area as the mentee. The mentors will receive an annual salary increase of \$4,500 and regular release time for mentoring activities. If for any reason a mentor leaves, a replacement mentor will be selected using the selection criteria above. Prior to a mentor being matched with a mentee each, mentor will be required to participate in a three-day comprehensive proven (New Teacher Center Program-Advancing New Teacher Practices 2013) mentoring training program. This foundational training focuses on the knowledge, skills, and understandings critical to new teachers and is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting. At the heart of this work is the mentor's ability to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practice. Topics of training include: defining mentor roles; self-assessing professional knowledge and skills; identifying new teacher needs;

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accountability and supervision; data collection, analysis and interpretations skills; teacher attrition, assessing level of practice, etc. The Mentor Teacher will meet for two hours each week with mentee/teacher during the first year of the mentees teaching career at a particular campus of Texans Can to provide support through model lessons, assistance with lesson planning and classroom management, and observation/formative feedback of lessons. Responsibilities of mentors and mentees and performance standards for the mentees will be mutually established to document areas and levels of effectiveness and provide benchmarks of performance. After the first year, the mentor will meet with each mentee for one hour each week. Participating mentees will also periodically use a planning period to observe their mentor teacher or other expert teachers in their content field. In addition, the mentor teacher will provide the first year and new teacher with opportunities to develop professional competence through a cycle of classroom observation assessment and practice assessments. The mentors will be actively involved in enhancing and supporting the teaching experience of mentees by providing classroom-based follow-up and extensive feedback on the instructional practices of mentees. Instructional collaborative planning periods (1 hour twice a week) will be in partnership with other Mentor Teachers, with the input and guidance of the Master Teacher. Mentor Teachers will also be required to engage in professional development activities that are both self and team-directed. The mentors (as well as other Master Teachers, principal, assistant principal, and other non-instructional school leaders) will also be engaged in quarterly classroom observations of the mentees using *TalentEd Skills and Knowledge Standards*. The standards establish a 15-Indicator, research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction and the learning environment. Post observation sessions will include feedback based on quantitative information about the mentee's overall skill set based on one or more measures of effective teaching captured through the rubric mentioned above. In addition, the mentees will receive feedback in the form of a qualitative coaching conversation that will delve much deeper into effective instructional strategies, student engagement strategies, technology integration, and lesson alignment. In addition, the mentor will also guide the first year or new teacher through the maze of local and state administration systems which potentially influence the classroom instruction. Most importantly, the Mentor Teacher will guide the new teacher to alternate professional organizations for academic and professional development. First year and new teachers at each campus will also have opportunities to interact with their peers in six one-hour round table discussions each year. During the round table discussions, the mentees/teachers and the mentors will discuss as a group best practices in instructional techniques and classroom skills. This teaming approach and collaborative environment will provide necessary instructional guidance and support to the mentee. This mentor-mentee relationship will also add value to the induction program. As a result, the new teacher will not experience the feelings of isolation and frustration that many new teachers have. The teachers will also have opportunities to develop expertise in all areas of instruction by working directly with Mentor and Master Teachers. Furthermore, guest speakers with expertise in relevant models and approaches to improving pedagogy and instruction will be invited to serve as the core presenter for each of the round table sessions. Each mentee-mentor relationship will be reviewed each year for effectiveness by the Principal and the Project Director. If problems exist in that relationship, the mentee will be assigned to another mentor.

On-going Professional Development: Texans Can, in partnership with TalentEd, University of North Texas at Dallas, and Teach for America will provide year-round training to participating teachers on topics such as, adult learning theories, classroom instruction, effective pedagogy, management strategies, phases of new teacher development, and effective communication and collaboration strategies. Mentees will also have opportunities to view videos and participate in simulation exercises demonstrating effective instructional and coaching strategies through role-playing. Other topics on building quality relationships, flexibility of instructional style, deep listening, paraphrasing, and mediation questions will also be presented. In addition, at the beginning of each school year (summer), professional development will be directed to introduce and train new and first year teachers, tenured teachers, Master and Mentor Teachers, administrators, and other non-teaching school leaders on the components of TalentEd to prepare participants to effectively participate in collaborative group professional growth activities, and introduce the TalentEd cloud software - Performance-Based Compensation and Instructionally Focused Accountability Systems. Topics include leadership and team-building skills, test analysis, establishing standards-based classrooms and instructional supervision. Special emphasis will be made to train the mentors, Master Teachers, principals, assistant principals, and other school leaders on how to conduct formative review of teacher performance through classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation standards, from the TalentEd proven *Performance Standard Model*. Year-round professional development and follow-up assistance will also be provided on how to use formative assessments based on classroom observations, standards-based assessments, guided reflections, and how to collect and analyze teacher performance and student academic achievement data to improve instruction and student learning. Texans Can and its partners will also train principals, assistant principals, and other school leaders on how to select, train, and retain mentors, as well as provide life-long learning opportunities and professional development activities for all.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher practice in classroom will be measured by performance on TalentEd Perform Standards which has been adapted from numerous proven educator appraisal systems such as the *TAP Performance Standards*, *McREL*, etc. TalentEd Perform is a proven teacher observation, summative evaluation and rubric online. All first year and new teachers will have four or more required observations each year. This will include three 50-minute observations (announced) and one short observation (20 minutes unannounced) in the first three years of employment. All other teachers (four years or more of experience) will have three or more required 50-minute observations (announced) each year and one randomly short 20 minute observation (unannounced) each year. The number of times teacher classroom observation occurs will be based on each teacher's performance and ratings. During school orientation and training all teachers will be made aware of the purpose and schedule of the classroom observation before it takes place. All classroom observations will be conducted in a supportive and professional manner and will not be either intrusive or threatening. The reviewer or observers conducting the observation will notify the reviewee/observed teacher prior and respond positively to any reasonable request prior to the observation takes place. Sufficient time will be allocated within the school day to enable the participants in the classroom observation to discuss the observation purpose. Pre and post-conferences will be held between the teacher and the reviewer or observers for each observation. Classroom observations will be performed by the core **Campus Leadership Team at each campus, comprised of principal, assistant principal, Dean of Instruction, curriculum specialists, Lead Master Teacher, Campus Master and Mentor Teachers**. Each observation will be conducted by two members of the selected team above. This team based approach to observations may result in teachers' observation scores varying from observer to observer but research supports that including the perspectives of two or more observers per teacher will greatly enhance reliability and integrity. Reliability and integrity represents the extent to which results reflect consistent aspects of a teacher's practice, as opposed to other factors such as observer judgment. Observed teachers will be rated under a three-part rubric (Exemplary, Proficient, and Unsatisfactory) on a five-point scale, where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator.

- Exemplary indicates: 1) All lessons start promptly; 2) The lesson's structure is coherent, with a beginning, middle, and end and time for reflection; 3) Pacing is brisk and provides many opportunities for individual students who progress at different learning rates and students are actively engaged; 4) Routines for distributing materials including technology integration are seamless, and 5) No instructional time is lost during transitions.
- Proficient indicates: 1) Most lessons start promptly; 2) The lesson's structure is coherent, with a beginning, middle and end; 3) Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates and some students are engaged; 4) Routines for distributing materials are somewhat efficient and includes some technology integration; and 5) Little instructional time is lost during transitions.
- Unsatisfactory indicates: 1) Lessons are not started promptly; 2) The lesson has a structure, but may be missing closure or introductory elements; 2) Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates and most students are not engaged; 3) Routines for distributing materials are inefficient and no technology integration; 4) Considerable time is lost during transitions.

Due to the fact, that the TalentEd system is designed to identify a range of proficiency on various indicators, it is not expected that a teacher will receive a score of 5, indicating truly exemplary performance, on every indicator during an observation. Consequently, it is anticipated that a wide distribution of individual teacher performance ratings may be demonstrated within and among campuses, providing accurate evaluation data of instruction provided by teachers. All observers will be required to be trained and proficient on the TalentEd instrument before conducting classroom observations. To ensure the rigor of these observations, the **Campus Leadership Team** will undergo annual (three times) and follow-up training and certification in the use of TalentEd rigorous classroom evaluation standards. In addition, all members of the **Campus Leadership Team** will participate in yearly "refresher" training, and superintendent or school principals must certify each year that all observers have been trained and qualified to conduct classroom observations. The primary goal of observer training will be to guide observers' understanding of the dimensions of the instrument and its rubrics and to give them an opportunity to hone their skills in applying the rubrics accurately as value-added assessment protocol. Without this step, the promise implicit in a shared definition of teacher effectiveness cannot be realized. To provide consistent and accurate observation value-added scores, all observers must have the same

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understanding of what constitutes each level of teacher quality described by the TalentEd system. Throughout the training, observers will have multiple opportunities to practice their new skills. Activities will include simulation practices, watching videos, role modeling, discussions about their understanding, and piloting the TalentEd Instrument so they can make adjustments and sharpen their observational skills and abilities. The majority of this training will make use of master-coded videos and simulation exercises, which include activities that assess whether observers can distinguish evidence from opinion statements or can sort evidence into appropriate domains of the TalentEd Standards. The initial training will be held at of Texans Can's Central Office and will include three days of training provided by TalentEd, UNTD and Texans Can administrative team with ongoing follow-up and online support. As mentioned before, pre- and post-observation conferences will be held for each observation. The goal of the pre-conference will be to increase teachers' understanding and use of research-based and effective instructional and student engagement strategies. During the pre-conferences (approximately half hour each), the teacher will meet with the observation team to discuss the observation protocol, the rubric that will be used, and discussions about best practices related to instructional improvement. In addition, the teacher will be linked to professional development sessions and resources that will help them to understand the research and implications surrounding strategies of effective classroom instruction, pedagogy and how those best practices can be applied for diverse, at-risk, high-need students. The goal of the post-observation conference will be to:

- 1) Increase shared understanding, recognition, and commitment of what effective instruction is and making student learning a priority;
- 2) Provide accurate feedback to teachers and facilitate open conversations between observers and teachers; and
- 3) Identify next steps of needed professional learning. During the post-observation conferences (approximately one hour each), teachers and observers will engage in high-quality professional conversations to reflect on their professional practice with more depth and clarity.

Information derived from observations will be discussed and suggestions will be provided by the observers on individualized professional development for each teacher. With this timely, actionable data, the teachers can identify problems and opportunities, differentiate instruction and professional development, evaluate instructional impact and program effectiveness, and identify and share best practices to improve student performance campus-wide.

After the post-observation conference, the observation team will jointly prepare a report to document the lesson and/or performance of the teacher being observed. The rubric will illustrate the weighted score and report will include:

1. **Content:** This will address instructional procedures observed during the lesson under observation and will also contain a summary of what was discussed at the observation conferences.
2. **Format:** This section will contain an overview and a brief description of the lesson and its objective.
3. **Domains/Rubric:** Comments and rating under each domain will be addressed including:
 - Value-added scores and areas of strength;
 - Areas of growth and suggestions for further professional development to enhance student learning or recognition of improved teaching practices; and
 - Areas of concern including examples of ineffective teaching practices that interfere with student learning. Areas of concern will necessitate concrete plans for further improvement and remediation including specific dates and timelines developed collaboratively by the teacher and the principal.

In addition, after the post-observation conference, observed teachers will be asked to complete a reflection survey on the lesson and observation process. This will be submitted along with the signed document within 5 days of receiving the written observation report. Furthermore, at the end of each observation protocol, students of each classroom will be surveyed to assess the effectiveness of classroom instruction by the teacher. An annual observation report for each teacher will also be developed by the **Campus Leadership Team** designated representative, approved by the principal and will be based upon the collected data related to a teacher performance in the classroom throughout the year. Interim observation reports, improvement plans, accomplishments, accolades, recognitions, student feedback, or other documentation will also be used as a basis for the annual observation report. All classroom observations and value-added student data and calculation will be entered and available through a partnership with TalentEd and utilizing their comprehensive online/cloud data management system **TalentEd Suite**, which is a comprehensive web-based cloud software application for managing and analyzing multiple classroom observation data. The annual classroom observation data will partially constitute the overall performance score for each teacher. This coupled with student value-added scores and school-wide value-added scores will be analyzed for decisions tied to incentives or improvement plans, training, intervention and support for teachers. Repeated poor performance may lead to removal of teachers from teaching positions. Details of performance-based bonus and incentives are described later. **References:** The Reliability of Classroom Observation by School Personnel – Met Project 2013; Kane, T.J., & Stalger, D.O. (2012). Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. Bill & Melinda Gates Foundation; and Haertel, E.H. (2006). "Reliability." In R. L. Brennan (Ed.), Educational Measurement (4th ed., pp. 65–110). Westport, CT: American Council on Education / Praeger Publishers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The evaluation process will be formative and summative. The ongoing formative evaluation will focus on addressing whether or not the objectives and strategies outlined earlier are being implemented as planned at each partner campus. Ongoing findings will be compared to objectives (pg. 21), milestones (pg. 21), project timeline and outcomes (pg.43), and adjustments will be made where necessary. Baseline data will be collected immediately upon award. To accomplish the proposed objectives and related performance measures and milestones, the following data will be collected year-round during various periods depending on the data source at each campus:

- **Student Accomplishments:** Graduation rates, performance on state assessment in core subject areas, grade point averages, grade retention, enrollment in advanced courses (AP), SAT/ACT scores, dropout rates, number of students in AP and/or dual enrollment courses, and attendance rates all categorized by campus, age, grade, gender, ethnicity and social and economic status, etc. (quarterly);
- **School Climate:** Surveys of teachers, principals, assistant principals, students, parents, teachers and staff on school climate and quality of leadership; pre and post self-assessment of leadership and management skills (bi-annually); survey of all teachers and mentors including campus Master Teachers regarding quality of mentoring activities and master teacher performance (quarterly); survey of all teachers regarding quality of year-round professional development activities (after each session and annually); pre and post self-assessment surveys of all school educators regarding nature and extent of collaboration in the development and continuous improvement of the School Improvement Plan and decision-making; review of hiring and retention policies and organizational practices at all partner campuses (quarterly); and review of the extent of appropriate certifications obtained by teachers and administrators (annually);
- **Improvement in Instruction:** Multiple classroom observations (responsive pedagogy) and student performance, self-assessment/reflection by teachers (after each observation), and student surveys (annually); and
- **Parent, Student & Community Involvement:** Random survey of parents (N=200 each year) and students (N=400 each year) from campuses regarding extent of collaborative activity among leaders, educators, students, parents, and related stakeholders in the community; extent of parent involvement in school activities; review of the type of support for school initiatives by school leaders and community partners (bi-annually);

The **TalentEd System** adapted from the Texas TAP system for Teacher and Student Advancement will serve as the crux of summative evaluation efforts because it is an integrated and effective system for teacher evaluation and support. Researchers at the National Institute for Excellence in Teaching (NIET), which manages TAP, have reported on the TAP evaluation structure and its statistical properties in an NIET Working Paper (Daley and Kim 2010). The study used nationwide TAP evaluation data including value-added scores from the 2006-07 and 2007-08 school years for a sample of 1,830 teacher-level records. The study found that TAP teacher evaluations provide effective differentiated feedback on teacher performance and development.

All teachers will be evaluated every year through multiple classroom observations (as described above) by trained and certified observers and through the teachers' contributions to student achievement growth. The **TalentEd Perform system** includes four elements of success:

- Multiple Career Pathways;
- Year-Round Intense Professional Growth;
- Focused Accountability; and
- Performance-Based Compensation.

The accountability component of Project **READY's TalentEd Perform** is similar to TAP, i.e., teacher evaluation, is aligned to each of the other three components of TalentEd, and includes multiple classroom observations each year by trained and certified observers using research-based instructional quality rubrics, as defined by the **TalentEd Skills and Knowledge Standards**. The observation data will be integrated with the **TalentEd Teacher Responsibility** survey data to develop a **TalentEd Skills and Knowledge (TESK)** score on a 5-point scale, with 3 representing proficient performance that still has room for improvement. A TESK score of 4.0 or above represents being highly effective. The scores will be averaged over the year for an annual TESK score for each teacher at the end of each year – cumulatively leading up to the school-wide value added data. The hypothesis is that when teachers demonstrate strong instructional skills as

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measured by classroom observations, their students will show higher academic growth regardless of previous achievement, at-risk indicators or socioeconomic status.

The **TalentEd Skills and Knowledge Standards** includes a rubric with four domains:

1. Instruction: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving.
2. The Learning Environment: Expectations, Managing Student Behavior, Environment, and Respectful Culture.
3. Designing and Planning Instruction: Instructional Plans, Student Work, and Assessment
4. Responsibilities: Staff Development, Instructional Supervision, Mentoring, Community Involvement, School Responsibilities, Growing and Developing Professionally, and Reflecting on Teaching.

In addition, evaluation of teachers will include value-added assessments by measuring the contribution of teachers or schools to the growth in their students' academic achievement during a school year. This will involve matching each student's test scores to his or her own previous scores in order to measure individual value-added growth on an annual basis. Through value-added assessment, the impact of a school year on a student's learning can be separated from the student's prior experiences in and out of school, as well as the student's individual characteristics such as demographics, socioeconomic status, and family conditions. The value-added assessment data will provide each teacher with a classroom score showing the teacher's average student gain during the school year – cumulatively leading up to school-wide value added assessment data.

Principals and assistant principals will be evaluated annually by the Superintendent and teachers using the VAL-ED. The VAL-ED instrument is a 360 degree evaluation in which principals are anonymously evaluated by all the teachers in their school and their supervisor. Principals also complete a self-evaluation. With their scores, principals also receive a detailed scoring rubric which provides comprehensive feedback on their strong suits and areas of improvement. The design of the VAL-ED is directly influenced by principles of universal design and time-tested practices of item and test development (Downing, 2006). VAL-ED will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The rubric of VAL-ED includes the following components: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. Each of these domains will be evaluated based on key processes and roles that principals and assistant principals undertake: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. All respondents will respond to the same items about principal leadership behaviors. When the principal receives the annual report with the results of the assessment, the report will allow the principal and assistant principals to compare their own ratings on each of the core components and key processes against the ratings given by teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which they are excelling and on behaviors where more work is needed.

An independent evaluator with years of experience conducting numerous federal and state education evaluations will work closely with the Project Director in implementing a fair, equitable, transparent, and rigorous formative and summative evaluation process. The partner campuses will provide program data on the progress of the performance indicators. Data for professional development activities will be collected ongoing by the independent evaluator and maintained by the Campus Principal and the Project Director. The evaluator will develop a secured web-based data management system which will link all aspects of Project **READY's** programmatic and evaluation data to teacher and principal payroll and human resources systems to appropriately allocate differentiated compensation for all educators. It will also be aligned with the TalentEd Suite data management system to ensure coherency. Using TalentEd Suite cloud software, the evaluator will assist the Project Director to generate a number of analytical reports summarizing teacher performance. Reports on average total score and average on each performance standard will be available to the Campus Leadership Team by cluster, grade-level, subject-level, teacher type, and individual teacher to assist with identification of the particular strengths and weaknesses that need development within a school's faculty. The evaluator will regularly assist the Project Director and Campus Leadership Team at each campus to review the summative evaluation data and analyze critical issues encountered by teachers and students, impact of activities on leadership capacities, instructional improvement, student academic growth, and school-wide performance. The evaluator will also meet regularly with the Project **READY** Project Director, staff, educators (including superintendent, Master and Mentor Teachers, principals, assistant principals, school administrators and staff) as well as conduct quarterly reviews and produce summative semi-annual and annual reports. The Project Director and the evaluator will review evaluation data quarterly and based on the results, and provide recommendations for continuous improvement. **References:** Leaders for Productive Schools, Authors: Joseph Murphy, Stephen Elliott, Ellen Goldring, & Andrew Porter, *International Encyclopedia of Education* (3rd ed.), 2010. Daley, G., and Kim, L. (2010). A teacher evaluation system that works. NIET Working Paper. Santa Monica, CA: The National Institute for Excellence in Teaching. Downing, S.M., & Haladyna, T.M. (Eds.) (2006). Handbook of test development. Mahwah, NJ: Lawrence Erlbaum Associates, 2006, p445.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Instructional planning periods (known as common planning time) or collaborative meeting time for grade level, subject or interdisciplinary teams has increasingly been considered a crucial part of school improvement. Research suggests that sufficient, scheduled planning time is essential for these teams to be effective. Collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, high student achievement, and increased teacher motivation and job satisfaction. There is also good reason to believe that joint planning time is also critical for building the type of professional learning community that schools aspire to achieve. Richard DuFour (2004) characterizes collaborative professional learning communities as groups of educators who "work together to analyze and improve their classroom practice...engaging in an ongoing cycle of questions that promote deep team learning"

To enhance collaboration among teachers, each campus of Texans Can –Project **READY** will offer two 60-minute instructional planning periods per week to hold collaborative meetings. These instructional planning periods or collaborative meetings will be imbedded within a school day. The planning period and/or collaborative planning meetings will be grouped by grade level and/or core subject areas – for example, Mathematics, Science, English Language Arts, and Social Science. During the collaborative meeting time, students will be engaged in project-based enrichment activities led by substitutes or teacher assistants. During these collaborative planning meetings teachers will be afforded the time to discuss and resolve curricular issues, coordinate lessons, and locate common "problem spots" (i.e. e., areas in the grade level curriculum that tend to cause problems for students). This time will also be used to generate high-quality explanations for terms in mathematics and science that are sometimes difficult to explain, to determine key academics language necessary for success in that grade's curricula, and to generate useful examples for lessons in reading comprehension, vocabulary, literary analysis, math problem solving and others.

Teachers in each collaborative will meet twice a week to focus on pedagogical instructional practices as determined by analysis of formative and summative student assessments aligned with STAAR-EOC and course grades. Each collaborative group will be empowered to study student data, sharpen curriculum, and support each other's efforts to teach effectively. During these instructional planning periods, the principals, assistant principals, Master Teacher, mentors, project staff, and other teachers will examine student work and outcome data to assess students' needs and identify instructional and other pedagogical strategies for students, in accordance with the School Improvement Plans. On an annual basis, the principal, in collaboration with Master Teachers, Mentor Teachers, administrators, school staff, and parents will develop a School Improvement Plan for enhancing and strengthen learning based on student achievement results. The plan will include specific goals to guide collaborative groups throughout the year along with benchmark and formative assessments to monitor success. Additionally, the Master and Mentor Teachers of each campus will meet weekly to determine which strategies and skills to emphasize in order to increase students' literacy and academic achievement. Strategies will be field-tested with students at different grade levels before they are shared with other teachers. The collaborative group meetings will also serve to provide recurring peer training opportunities to teachers to help identify best practices, demonstrate the effectiveness of new strategies, and model those strategies with other teachers. Master and Mentor Teachers will provide team teaching, classroom demonstrations, and feedback as part of pre- and post-conferences, to help improve their colleagues' teaching.

To ensure instructional planning periods or collaborative meetings are effective and beneficial to all involved the following structured principals and guidelines will be prescribed for the district and each campus:

For District: 1). Ensure adequate teacher planning time by modifying class schedule, adding schools days, adjusting length of the school day, modifying release time, block schedule, etc. (Finding Time for Training and Collaboration, 2003); **2).** Allocate resources to support planning time for teachers and teams (Miles & Frank, 2008); **3).** Offer professional development to support instructional planning (Herman, Dawson, Dee, & Darwin, 2008); **4).** Develop or acquire tools to help teachers' teams to productively discuss curricula, instruction and students' progress (Oxley, 2007); **5).** Set expectations for routine teacher collaboration, analysis, evaluation and experimentation (Little, 1982); and **6).** Restructure budgets so that funds are provided for teacher collaborative planning time.

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For School: 1). Establish clear expectations for the work products developed during collaborative planning time (Kassissleh & Barton, 2009); **2).** Prepare agenda for collaborative planning time so that time used efficiently (Kassissleh & Barton, 2009); **3).** Organize the instructional schedule to include sustained time for team collaboration (McLaughlin & Talbert, 1993; Kassissleh & Barton, 2009); **4).** Utilize other teachers, the principal, aides, or parent volunteers to free teachers to participate in collaborative meetings (Prager, 2002); **5).** Create weekly schedules for planning time that specifies the purpose (Prager, 2002); **6).** Offer relevant professional development for grade level, subject or interdisciplinary teams (Herman, Dawson, Dee, & Darwin, 2008); and **7).** Include teacher leaders in leading and organizing collaborative planning time (Little 1982).

To foster collaboration among teachers and administrators among all campuses of Texans Can, the Project Director, with support from each school's principal, will establish a peer review process through which Campus Leadership Team members of each campus will work in partnership with each other to review, discuss, share, and replicate effective pedagogical strategies. The focus will be on fostering replication of effective instructional practices, professional collaboration, ongoing professional growth and improvement, and supporting high student achievement. The review process will be held quarterly and will be enabled through videoconferencing technology available at all the campuses of Texans Can. During the peer review meetings, members of the Campus Leadership Team will analyze school-wide student achievement data, TalentEd Suite reports, and share effective instructional strategies, challenges, accomplishments, and lessons learned related to student engagement, project-based learning, and assessment tools. The Project Director and the Lead Master/Instructional Teacher will oversee the peer review activities. Units of instruction that are approved at both the school level and consortium level (all campuses of Texans Can) through the peer review process will be published on the project web site so that teachers can benefit from each other's high-quality work.

Collaboration resources and tools will also be available for teachers and administrators. Resources will include video examples of model classrooms and teachers performing at all levels of proficiency on the TalentEd Skills and Performance Standards rubric; a resource exchange containing assessment tools, lessons plans, and curricula, each rated for quality and usefulness; and expert blogs, communities, and online courses (available through University of North Texas of Dallas) specifically designed to meet the needs of teachers and administrators. Additionally, teachers and administrators will have access to online TalentEd Perform activity manuals, lesson plans, toolkits, and training modules that include a collection of foundational tools, assessments, trackers, templates, and other instructional planning materials that are rigorous and standards-aligned and can be accessed according to grade and subject. To facilitate ongoing communication among teachers, the Project Director with the support of the Lead Master/Instructional Teacher will also hold monthly meetings with the Principal, Assistant Principals and the Campus Leadership Team of each campus to ensure fidelity of project implementation, deploy project components, ensure professional development training and student/project participant data collection is on schedule, and foster continuous improvement. At each campus-level, the Principal, and Lead Master/Instructional Teachers will communicate with the Campus Leadership Team and other teachers and staff through weekly meetings to provide updates on project accomplishments, challenges, and lessons learned, and seek suggestions to adjust project activities and management as appropriate.

References: Cook, C. M., & Faulkner, S. A. (2009, April). *The use of common planning time: A case study of two Kentucky Schools to Watch*; Annenberg Institute for School Reform. (2004). Professional Learning Communities: Professional Development Strategies That Improve Instruction; Kassissleh, J., and Barton, R. (2009). The Top Priority: Teacher Learning. *Principal Leadership*, 9 (7): 22-26; Middle Level Education Research Special Interest Group. (2007). Key Research Findings Related to the Impact of Common Planning Time; and Lieberman, A. and Pointer-Mace, D. (2010). Making Practice Public: Teacher Learning in the 21st Century. *Journal of Teacher Education*, 61(1-2):77-88. Thousand Oaks, CA Sage.

Schedule #16—Responses to Statutory Requirements

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County-district number or vendor ID: 057-804	Amendment # (for amendments only):
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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Based on classroom observations data, student academic data, survey feedback, and teacher reflections, Texans Can - Project **READY**, in partnership with TalentEd, Teach for America trainers and faculty from the University of North Texas at Dallas (UNT-D) will provide two-week Summer Institutes, 20 hours of annual training and year-round follow-up assistance to first year, new, tenured and Master Teachers at each campus. Training will include use of effective pedagogical instructional strategies, techniques on how to foster project-based, cooperative learning in classrooms and on how to infuse them into existing core curricula. Training by both Teach for America and UNT-D will center on experiential classroom learning; core instructional, classroom management, content, and pedagogical knowledge; robust performance support tools; and observations of excellent teaching. In addition, participants will receive extensive support and feedback on their teaching from alumni, advisors and staff of Teach For America as well as from other veteran teachers. Participants will also benefit from interactive courses, reflection sessions, lesson planning, and curriculum clinics led primarily by our highest-performing alumni. Marzano, Waters, & McNulty (2005) found that teachers and administrators who had participated in problem-based experiential programs were more likely to retain knowledge and know how to apply it appropriately. In addition, all sessions will be specifically aligned to TEKS, TEKS Resource System, STAAR and TalentEd Perform Skills and Knowledge Standards.

Teachers and administrators will also gain ongoing access to high quality learning and assessment resources by the TalentEd System Training Cloud. The TalentEd System Training Cloud is an interactive web tool that provides individualized TalentEd trainings and support. All teachers including first year, new, and Mentor and Master Teachers, along with campus and district leaders, will have real-time access to the latest TalentEd trainings that they can download, review and deliver to teachers to improve instruction. The TalentEd Cloud includes: 1) TalentEd Strategies Library with more than 150 proven teacher- and student-centered strategies gathered from TalentEd teachers across the country. All of the strategies are complete with accompanying documents needed for effective implementation; 2) TalentEd Video Library - a collection of more than 120 hours of professionally filmed classroom lessons, pre- and post-conferences, collaborative group meetings, leadership team meetings, and other TalentEd footage designed to improve performance on each of the TalentEd Instructional Rubric Indicators; 3) TalentEd Documents - provide quick access to sample collaborative meeting records, long-range plans, leadership team meeting logs, and many other publications; 4) TalentEd Training Modules include interactive and user-directed video training on topics that can be used to enhance TalentEd implementation such as collaborative group meetings, leadership team meetings, field testing and the TalentEd rubric; and 5) TalentEd Summer Institute Trainings - video clips and associated materials from National training sessions are available in this section of the cloud. TalentEd will provide teachers with a system of professional development that is ongoing, job-embedded, collaborative, and student-centered, led by expert instructors, and driven by results from classroom observations and analysis of student work. As the school year begins every year, teachers will also participate in professional development sessions aimed to help them understand the TalentEd Perform evaluation system, including the TalentEd Skills and Knowledge Standards and its evaluation rubrics.

The Campus Leadership Team in each campus will receive training on the TalentEd Perform system (provided by TalentEd), which will include detailed explanation, research, and practice of the four elements of the TalentEd Perform System, to introduce participants to TalentEd collaborative group professional growth activities, and introduce the TalentEd Perform Teacher Performance-Based Compensation and Instructionally Focused Accountability Systems. The second phase of this training will include the Project Director, Lead Master/Instructional Teacher, principals, assistant principals, campus Master Teachers, and Mentor Teachers on how to use the TalentEd Perform Instructional Rubrics for evaluation and as professional growth tools to enhance teachers' instructional skills. The third phase will be an in-depth training on the operations of an effective Campus Leadership Team and the collaborative group. During the fourth phase, participants will sharpen their skills with the TalentEd Perform Observational Rubrics to accurately analyze and rate classroom lessons and classroom environments, and plan for instructional conferences that reinforce and refine teacher skills in implementing instruction and establishing productive classroom environments. Master teachers, mentors, and administrators who successfully complete the TalentEd Perform system training will be certified by TalentEd as observers and endorsed by the principals and the Superintendent. To enhance instruction and increase student academic achievement across core content areas, teachers will receive ongoing training and follow-up assistance throughout the year from existing curriculum specialists of Texans Can In, Feuerstein's Instrumental Enrichment (FIE) Programs, Thinking through Reading Across the Curriculum, Integrating Effective Pedagogical Instructional Strategies, Facilitating Successful Collaborative Planning Meetings, etc. Several research reports indicate strong positive results of these programs in enhancing the academic, reading, analytical, social, numerical and

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behavioral skills of participating students in a variety of academic and nonacademic areas (See Savell, Towhig, Douglas, 1986; Burden, 1999; Adams 2009). Based on ongoing assessment of student strengths and weaknesses, the FIE program has been proven to address deficiencies in fundamental thinking skills, and provide students with the concepts, skills, strategies, operations and techniques necessary to function as independent learners. Thinking Through Reading Across the Curriculum are structured programs that enhance and improve reading fluency and comprehension as well as students' meta-cognition and ability to read for information within and across content areas. In addition, inspired by Bloom's Taxonomy and Carol Tomlinson's work, teachers will receive training (provided by UNTD, and Lead Master/ Instructional Teacher) on how to provide differentiated instruction that will involve more individualized instruction tailored to the unique needs of the individual student. UNTD, Texans Can Administrative team and Lead Master/ Instructional Teacher will also utilize the proven *Baldrige Framework - Measuring What Matters* curriculum aligned to Texas' TEKS Resource System curriculum to assist teachers and administrators of each campus on ways to assess instructional goals and use data from these assessments to improve classroom instruction. They will also provide year-round assistance to teachers and administrators on ways to incorporate project-based learning methods in instruction; including opportunities for teachers to practice skills necessary to build professional learning communities, and effectively communicate and collaborate with parents and other stakeholders in the school and community.

At the end of each school year, the Project Director, Independent evaluator, and the Campus Leadership Team will evaluate their progress and perform a needs assessment of their professional development. This team will also select and develop further professional development opportunities based on student and teacher needs.

To guide teachers' professional growth and provide them with multiple career paths, the Principal of each campus and the Lead Master/ Instructional Teacher will assist teachers (tenured, first year, new, Mentor, and Master Teachers) to develop an "Individual Professional Growth and Incentive Plan." The plans will lay out general expectations, specific learning and career goals and activities to address each individual's growth needs in such areas as certification, instruction, communications, management, and planning. The individualized growth plans will become the touchstone for career growth, mentoring, coaching, and assessing progress of teachers for bonuses, promotion, and retention. Texans Can's Project **READY** will provide multiple career pathways for professional growth of teachers, administrators and non-classroom staff, including but not limited to teacher certification, enrollment in Master's degree programs, increased job responsibilities, and promotion, leading to additional compensation. Furthermore, as part of the School Improvement Plan, district administrators, principals, assistant principals, and Master Teachers will receive ongoing technical assistance from the Project Director and Lead Master/ Instructional Teacher on how to empower teachers and staff to: 1) improve teaching (responsive pedagogy) in order to prepare students for college; 2) use data and technology in instruction that prepare students to think critically (video streaming, STEM applications, web-based learning); and 3) promote increased access to college via increased rigor and responsive research-based pedagogical practices (coaching, modeling, classroom delivery, assessment, and feedback). Teachers will also receive individualized capacity building support in their classrooms from Master Teachers and mentors. This support will be based on the needs of the teacher and their students and will include ongoing assistance and guidance on lesson planning and instruction strategy modeling in a teacher's classroom by Master and Mentor Teachers. To support principals' professional growth as they take on the challenges associated with their role, each principal of Texans Can will receive professional development opportunities that include: 1) An annual two-day summer retreat, which will feature planning and simulation activities that train principals to establish/maintain a performance based culture within their campus; 2) A retired principal and/or superintendent coach who will provide weekly coaching driven by professional goals; 3) Courses (provided by University of North Texas at Dallas) that will support development in specific areas related to instructional improvement and leadership – aligned with TEKS, STAAR, TalentEd Perform, and Interstate School Leaders Licensure Consortium (ISLLC) standards; 4) Monthly videoconference discussion meetings among other principals, assistant principals, administrators, staff, and Master Teachers on topics such as: Culture & Climate, Time Management & Delegation, Meeting Facilitation, Decision Making, Supervision; and Formative Assessment; and 5) Monthly sessions between Project staff, school leaders, Master and Mentor Teachers related to operational topics at each campuses. The Project Director and Lead Master/ Instructional Teacher will drive the planning and simulation exercises at the annual summer retreat through a series of video simulations to grow each participant's capabilities in leadership, management and decision-making. Appropriate video sequences will be utilized to place participants in direct decision-making virtual roles about management and crisis issues, personnel, student and parent concerns, budget, community feedback and other real-life issues that principals generally face. At the conclusion of these sessions, participants get a thorough assessment of their strengths and weaknesses as evaluated by Texans Can administrators and UNTD educational leadership and faculty. Lastly, training will be required for each mentor before they are paired with a mentee/teacher. As aforementioned, mentors will be required to complete a comprehensive training that includes effective strategies for needs analysis, self-development, assessment, reflection, communication, and feedback.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A performance-based compensation system is ideally suited to meet the needs of Texans Can campuses by providing opportunities to support educators in high need academic areas, increase teachers' pedagogical growth and student academic achievement, and increase recruitment and retention of highly qualified educators, by promoting the pursuit of advanced degrees, multiple certifications, and the cultivation of a district-wide plan of growing its own teachers and administrators. Project **READY** will implement a performance-based and differentiated compensation plan – TalentEd Perform adapted from the proven Texas TAP system. It will add to the current salary schedule, not replace it.

Differentiated weightage for performance-based bonuses/pay: TalentEd Perform recognizes Instructional performance and student learning growth with differentiated compensation performance bonuses. The TalentEd Perform model provides incentives for teachers based on three components;

1. **Teacher Classroom Performance** - This is an annual average of the scores based a 5 point scale on the proven TalentEd Perform Skills and Knowledge Standards *received* by the teacher from classroom observations during the year. It is also an average of the 15 instructional rubric domains and seven responsibility indicators in the TalentEd Perform rubric. A score of 3.0 represents proficient performance that still has room for improvement. A score of 4.0 or above relates to being highly effective;
2. **Student Classroom value-added scores** - This is a whole number from 1 to 5, reflecting the achievement growth of the teachers' classroom students during one school year;
3. **School-wide value-added scores**: This is a whole number from 1 to 5, reflecting the achievement growth of all students in the school in tested grades and subjects.

In regards to value-added scores, teachers who perform 1 standard error above the average gain receive a score of 4, and those who perform 2 standard errors above the average gain receive a score of 5. Similarly, teachers that score 1 standard error below the average gain receive a score of 2, and those perform 2 standard errors below the average gain receive a score of 1. Utilizing the above three categories, Project **READY** will use the following weightage to determine differentiated compensation performance bonuses for teachers, Master and Mentor Teachers, non-classroom teachers without state STAAR scores (librarian, tech., P.E. etc.), principals, other administrators, etc.

Teachers who teach Value-Added Classes-STAAR tested subjects:

- Teacher Classroom Performance (50%);
- Student Classroom value-added scores (30%);
- School-wide value-added scores (20%); and

Teachers without Value-Added Classes STAAR tested subjects:

- Teacher Classroom Performance (50%);
- School-wide value-added scores (50%); and

Principal and Assistant Principal(s) performance pay system includes two distinct measures:

- School-wide value-added scores (50%);
- Performance based evaluation scores utilizing VAL-ED (50%).

Other administrative and supportive staff:

- Individual performance targets (i.e., leadership qualities, facilitating effective professional development, leading instructional planning period, etc.) established by the principal (or his or her supervisor) at the beginning of each year (50%);
- School-wide value-added scores (50%).

Eligibility: To be considered eligible for differentiated compensation performance-based bonuses/pay:

Classroom Performance TalentEd Performance Standard Score:

- For teachers (excluding Master Teachers), a minimum score of 3 (max. score = 5.0) will be required;
- For Master Teachers, a minimum score of 3.5 on a 5-point scale is required;

Student Classroom Value-added Score:

- For teachers (excluding Master Teachers), a minimum score of 3.0 (max. score = 5.0) will be required;
- For Master Teachers, a minimum score of 3.5 on a 5-point scale is required;

School-wide Value-added Score:

- For teachers (excluding Master Teachers), a minimum score of 3.0 (max. score = 5.0) will be required;

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• For Master Teachers, a minimum score of 3.5 on a 5-point scale is required; For principals and assistant principals, a score of 4.0 (highly effective) on a 5-point scale of VAL-ED, and a school-wide value-added score of 3.0 is required to be eligible to receive a bonus. Administrator pay will be allotted from other funds. Utilizing the criteria mentioned above, evaluation data will be weighed according to the percentages mentioned above to determine the final score of teachers, administrators, and staff. A total of \$347,900 in Year 1 and Year 2 for a grand total of \$695,800 has been included in the budget for differentiated compensation performance-based incentives/bonuses for teachers and other staff. The performance pay for teachers will be up to \$3,000 per year, and the performance-based bonus/pay for non-classroom teachers and staff will be up to \$1,500 per year. However, based on the overall annual value-added and weighted scores educators, could receive partial or no performance bonus/pay due to the evaluation. Principal, assistant principal and other related administrator personnel will also be eligible to receive differentiated compensation performance-based bonuses/pay related to the progress illustrated above. However, the differentiated compensation performance pay for administrators will be allotted from other district funds and used as leveraged resources towards TEA's EEIP funds. The performance pay for principals will be up to \$3,000 per year, and the performance-based bonus/pay for assistant principal and other related administrative personnel will be up to \$2,500 per year. There has been widespread support of Project **READY** and for the value-added approach of differentiated compensation performance-based bonuses/pay among the teachers and administrators of Texans Can. Texans Can has a compensation system to reward teachers based on their credentials and level of experience. For instance, certified teachers teaching critical areas such as science, math, etc. receive supplemental pay up to \$2,000. Supplementary pay for non-certified teachers ranges from \$1,200 (for math and science) to \$800 (for ESL and Foreign Language teachers). However, there has been serious discussions and support during the past two years among the teachers and administrators about the significance of reward and compensation systems being merit-based. Based on unanimous support of campus teachers and administrators gathered on a survey administered by the Texans Can administration team during the planning stages and development of this grant application, a majority of teachers and administrators (99%) believe that the proposed value-added approach (TalentEd) will complement observational measures, student and parent feedback, and personal reflections on teaching far better than the traditional systems being implemented. Teachers and administrators of Texans Can now believe that with TalentEd Perform they stand to gain from the proposed performance-based and differentiated pay if they could see the performance placed in context of value-added measures and analysis. Many believe that the combination of classroom observations data, student classroom value-added growth data, and school-wide value-added growth data can be used to help guide resources to where they are needed most, to identify teachers' strengths and weaknesses, and to highlight the critical role of teachers in learning. TalentEd Perform career path is designed to also enable instructional leadership to be shared among the campus principal, Master and Mentor Teachers. TalentEd Perform also creates the opportunity for teachers to take on new and expanded roles in evaluation, professional development, and instructional support with commensurate compensation. In concert with this element of TalentEd Perform, Project **READY** will enable good teachers to move up to a variety of teaching positions, including Mentor and Master Teacher—depending upon their interests, abilities, and accomplishments. As they move up the career ladder, their roles, and responsibilities increase as does their compensation. Master and Mentor Teachers will play an integral role in Project **READY** by providing effective classroom observation, critical support and modeling of teaching practices on an ongoing basis. The roles of Master and Mentor Teachers support professional advancement for teachers without the teachers having to "leave the classroom." Texans Can will reward teachers for remaining in the classroom while taking on additional responsibilities and leadership roles as Master and Mentor Teachers. Master Teachers are in the top-ranked teaching positions and will serve as instructional leaders to the faculty, overseeing teacher professional development, facilitating curriculum and assessment planning, conducting teacher evaluations, team-teaching, providing demonstration lessons, and conducting teacher evaluations. Mentor Teachers will provide day-to-day coaching and mentoring to groups of teachers, collaborating with Master Teachers to construct benchmark lessons, and model effective instructional practices. Therefore, teachers selected as Master and Mentor Teachers, or staff who take on more responsibilities, will receive a salary augmentation pay of which Texans Can has budgeted \$202,000 per year. Master and Mentor Teachers, and others selected for additional responsibilities will sign a contract addendum outlining their added roles/responsibilities, additional work days, and salary augmentations. For example, Master and Mentor Teachers will receive an additional annual salary augmentation of \$7,000 and \$4,500, respectively. Texans Can offers competitive salaries and benefits to highly qualified and promising teachers. Most of the students at the Texans Can campuses are high-risk and high-need students and, consequently, it has been a challenge to recruit and retain effective teachers and educators. Texans Can believes that highly-effective teachers can be attracted to high-need schools, if additional opportunities for compensation are provided for recruitment, retention, recognition and added responsibilities for effective teachers. To that effect, Texans Can has budget \$38,000 for Year 1 and Year 2 for recognition incentives, sign-on bonuses for first year and new teachers, and for retention packages which could include considering matching the pay offered to those teachers by competitors.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Texans Can strives to recruit a talented and diverse team of educators. Teachers and school leaders who share racial and/or socioeconomic backgrounds with our students are poised to be especially effective role models, and bring an important perspective to school teams that enhances sensitivity and cultural competence. Concerted efforts are made to create an inclusive working environment in order to attract talented people from all backgrounds—regardless of race, religion, ethnicity, sexual orientation, age and sex. Our students are best served by a team that represents the community for which our students are being prepared. Therefore, Texans Can believes that strong programs of recruitment and hiring effective and qualified teachers are necessary to maintain and enhance the teaching profession within its institution, particularly employing educators in their difficult-to-fill schools with historically high minority populations and low-student achievement. As illustrated in the need section Texans Can, as many schools in the nation has a difficult time recruiting, hiring and placing the best, talented and most capable teachers and educators – either from within or outside the district. Due to the fact that each school has its own particular challenges in recruiting effective teachers and educators over the years, Texans Can's goal has been to allow more autonomy to school leaders, working with their personnel subcommittees, to recruit, hire and place teachers. While, autonomy is afforded to school leaders, Texans Can does have employment principles and policies that must be followed. For example, job requests and descriptions must be submitted in a timely manner, receive prior approval, execute internal and external recruitment efforts simultaneously, hire the most qualified candidate, and adhere to all equal access and non-discrimination employment policies, etc.).

Recruitment and Hiring Process: Texans Can's hiring process begins with reviewing the budget, securing the resources, and assessing current and potential vacancies due to – increased student enrollment, new funded projects, retirements, resignations or unplanned dismissals. Prior to moving forward, the Principal and Superintendent review current vacancies and determine whether to recommend filling the position by promoting a qualified employee within the district. If it is decided not to promote from within, then a subcommittee is subsequently formed for each unique position. The subcommittee consists of no less than five qualified members that includes the principal, a district representative and other members (teacher, counselor, assistant principal, non-classroom staff, special education personnel, board member, parent, community, state or government representative, etc.) which is based on each position. Once the subcommittee is formed, the first meeting involves reviewing, modifying and/or developing the job description, qualifications (based on Texans Can's policies), salary scale, and formally forwarding the request to Human Resources for approval and posting. During this meeting the subcommittee discusses recruiting efforts, venues (in-state and out-state) to post vacancies, based on required qualifications (bilingual, STEM focus, required degree, etc.), timelines, recruitment budget, and hiring incentives to attract the most qualified, committed and effective educators. Texans Can then posts the position(s) internally and externally for 20 days in various in-and-out of state venues (principal office, district office, webpage, television, Univision, radio, newspaper, American Job Centers, Monster.com, Career builder.com, universities, public board meetings, Craigslist, Face book, Twitter, etc.). Postings include special instruction informing candidates of potential hiring incentives based on but not limited to the individual's profession, qualifications, degrees, certifications, experience, abilities, college GPA, awards, etc. **Early hiring practices** are constantly applied but vary from school-to-school based on the need, vacancy, workforce preferred and the subcommittees' input. For instance, Texans Can's philosophy is to move hiring timelines as early as possible (February, March or April) to recruit, attract and hire the best teachers possible. Doing so, affords us the opportunity to attract top talent and places us in a stronger position to recruit and hire a diverse pool of educators who will help strengthen every school. "Plus, this process makes us more competitive and hiring early means that new hires are able to attend professional development sessions and spend as much time on campus as they can before the start of the school year." Research shows that teachers hired early in the spring are more effective in the classroom than those hired in late summer (Harris, D. & Sass, T. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*, 95, 798-812.) In fact, Texans Can schools are able to move hiring timelines up significantly, if they are able to quickly decide about whether or not to fill a vacant position when a teacher leaves or retires. If the school decides to fill the position, the process illustrated above is immediately applied and schools begin checking AppliTrack at least once a week to identify potential candidates. Utilizing research-based assessments (TeacherFit, JodFit, AdminFit) AppliTrack is the leading all-in-one recruiting and hiring solution serving thousands of schools across the nation. New candidates are added to the hiring pool on a daily

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basis. Texans Can will collaborate with AppliTrack to successfully enhance and initiate recruiting and hiring practices early utilizing other local resources. The district's goal is to have 80% of all vacancies occupied by May 31st. Additionally, early hiring practices include contacting local, regional, state or national higher education institutions (six months, one year in advance) in advance and working with their recruitment and placement department to establish career preparation pathways for those undergraduate and graduate students interested in pursuing a career in K-12 education which could include hiring and relocation incentives. To dramatically increase the number of applicants early, Texans Can also attends recruitment events, career fairs, networking sessions and develops marketing materials (i.e. brochures, flyers, website, content, face book, craigslist, etc.) that display the school's strengths. Several schools also host "Open House" events to introduce prospective candidates to the school and allow school personnel and subcommittee members to evaluate multiple candidates at once. One promising ongoing method Texans Can applies and is very fond of is developing teachers, administrators and educators from within. Texans Can supports and encourages teachers to obtain a Masters in specific content areas (Math, Science, etc.). The Master's degree in content areas affords schools the opportunity to increase AP/dual enrollment courses offered and will lead to additional teacher compensation with these new responsibilities. Texans Can also inspires assistant principals to successfully complete an approved principal educator preparation certification program to possess the qualifications to highly compete for principal vacancies as they become available.

Evidence used to determine the quality of the applicant: Effective employee selection is a critical component of a successful educational institution. Therefore, once the recruiting process is complete the hiring subcommittee convenes and reviews each candidate's application and resume for accuracy, qualifications, experience, employment history, relevant training, knowledge, skills and abilities. This information is compared to the anticipated vacancy requirements to select the best candidates for the next phase of the hiring process. The first step in preparing for candidate selection is to "envision and define the position" (Clement, 2000) and decide on specific skills and experiences (completed prior to the recruitment process) that a new hire would need to be successful. Once specific performance skills are identified, the subcommittee will start the screening process early and prepare questions that will ascertain whether the candidate has those skills and the experience in applying them. A master list of interview questions will be asked of each candidate, in the same order and with the same wording. Each question will possess an assessment rubric to evaluate each response. Texans Can also incorporates behavior-based interviewing (BBI) questions also known as predictive analytics research. Predictive analytics research is not new; The May 2012 issue of the *Harvard Education Letter* noted Uplift's Education of Dallas predictive analytics show promise in helping districts match educators to the schools where they will be most effective in teaching. This process requires the candidate to discuss past situations and problems and how they were resolved. Based on the premise that past behavior is the best predictor of future performance, behavior-based interviewing (predictive analytics) uses specific questions based on candidates' skills, background, and experience to determine the quality of the applicant and if they can do the job (Clement, M.C., Kistner, W., & Moran W., 2005). For instance, to determine if a teacher candidate uses data to drive instruction, excel at differentiation and is effective candidates are ask to give a 30 minute sample lesson on the grade level and subject they will be working with. An appraisal rubric is used to assess candidates' ability to differentiate instruction. During the interview questions such as the following are asked: Are there any resources or strategies you have used that you find are especially effective for at-risk or GT learners? To determine how a teacher candidate goes about planning and setting goals for students throughout the year, candidates are asked to imagine that a month of teaching has elapsed between assessments and to share how they use assessments for developing lesson plans. After a candidate is interviewed and evaluated the subcommittee discusses and determines which candidate(s) is best suited for the job. The name of the selected candidate(s) is then forwarded to the Superintendent's office after which the Superintendent invites the selected applicant(s) for an initial interview. Once this process is complete, and If applicant is approved, the name(s) is forwarded to Human Resources (HR) for further examination and validation of candidates' integrity, qualifications, education, training, experience and suitability. Human Resources then conducts a thorough investigation that includes obtaining information from school, college and training institution officials, employers, placement offices, conducting a criminal history background check, checking references and making inquiries concerning competences, general character and citizenship. Examination of education institutions includes obtaining transcripts, validating credentials, reviewing relevant training, attendance, committee involvement, character, etc. Reviews by HR involve validating experience, queries of ability and professionalism to perform job duties, dependability, attendance record, past evaluation status, etc. For teaching and other related positions, candidates are asked to provide a writing sample, a demo teaching lesson, lesson plan submission, classroom observation information, student performance data activity, etc., if applicable. Once the candidate(s) meets Texans Can expectations, the applicant is contacted, offered the position, and informed of duties, schedule and compensation. If the offer is accepted, the Superintendent makes a recommendation to the Board of Trustees for approval. Once approved, Texans Can forwards a formal letter to the applicant validating his or her employment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 8: Preferred – Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Today, most advancement opportunities in education remove teachers from direct responsibility of students, increase workloads, confer little authority to lead peers, and either pay no more or provide temporary pay increases. Teaching is demanding and complex in nature. Those individuals who make teaching a lifelong career, under the right circumstances, become much better at it over time. However, a significant challenge retaining effective teachers has been finding ways to offer teachers satisfying career paths that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from multiple career pathways that allow them cultivate their skills over time while still serving as effective teachers.

Texans Can believes this is most likely to happen when teachers receive good feedback and guidance about their performance tied to meaningful opportunities to improve, advance and receive incentives. As their skills evolve over a well-defined continuum of growth, teachers must be offered challenging and interesting career paths and professional opportunities to use their expertise in a variety of interesting roles (Master or Mentor Teacher, coaching, instructional planning period, classroom observation, leading pedagogical training, etc.) At the same time, they must be offered competitive and fair compensation, recognizing the worth of their contributions to the profession, schools and students. Drawing on lessons learned as well as a solid body of research and including educators throughout the development and design of Project **READY**, Texans Can will enhance its current career pathways across all 11 schools to ensure a comprehensive model is implemented to afford teachers the opportunity to grow, learn, communicate, model, and lead while overall increasing student achievement (Carlson, J. (2009). *A-Path or Accomplished Teaching Pathways*). Texans Can has endorsed the proven Achievement First (AF) Teacher Career Pathway model which is a systematic, coordinated approach to recognizing and developing great teachers as they progress through five career stages: intern, new teacher, teacher, senior teacher and Master Teacher. These stages were developed to celebrate excellent teachers and are accompanied by increased compensation, recognition and professional growth opportunities. Texans Can also wants to assure excellent teachers who decide to stay in the classroom are still able to progress in their careers and have opportunities and recognition corresponding with their increasing effectiveness. Overall, Texans Can's career pathways focus is to improve student learning and student academic performance, particularly for its large low-income, at-risk, minority and low-achieving student population. Through Project **READY**, Texans Can will ensure all teachers have equal access to develop, earn recognition and receive compensation. Additionally, and in order to continue the momentum of teacher collaboration, support, feedback and buy-in, Texans Can through Project **READY** will establish a **Teacher Advisory Council (TAC)** that will consist of two teachers from each campus, selected randomly by the principal. Facilitated by the Project Director, the TAC will meet every six weeks and play a critical role in advising the Project Director on career pathways design, delivery, activities, status, progress, compensation, and evaluation methods for continuous improvement. Texans Can career pathways goal is to develop quality teachers that are highly effective, motivated, excited and passionate about increasing student performance while creating a personalized learning culture. The proposed career pathways consist of a variety of methods for teachers to engage in additional opportunities for advancement through added responsibilities and achievements that include compensation. As illustrated in the budget, Texans Can has allocated sufficient resources to offer incentives, stipends, additional salary and increased compensation for teachers willing to become a Master and Mentor Teacher, instructional coach, classroom observer, lead instructional collaborative planning periods and guide pedagogical capacity building activities. Additionally, resources have been allotted for teachers who increase student achievement and demonstrate the delivery of new effective pedagogical instructional strategies within the classroom.

From day one of employment, all first year and new teachers (1-3 years of experience) are assigned an individual mentor/coach (veteran teacher/educator) to receive support and guidance. Throughout the year, first year and new teachers will coordinate five formal meetings with their assigned mentor/coach to reflect on their developmental stages as a teacher and to acquire and process feedback in a supportive setting conducive to growth. Additionally, building on existing support and development structures, Texans Can through Project **READY** will enhance its capacity building activities throughout the year to all teachers including first-year and new teachers by offering ongoing teacher training,

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school-wide professional development, Friday professional development, winter, spring and summer institutes, online technical guidance, support and professional development, individual coaching and content training. Additionally, all teachers will be required to develop an annual **Individual Professional Growth and Incentive Plan (IPGIP)** that will include goal-setting (August-September), mid-year check-in (January-February) and end-of-the year examination (May-June) with campus principals or assistant principals to receive and process feedback to increase opportunities for learning and professional growth.

Aligned with the **IPGIP**, Texans Can Project **READY** staff will collaborate with campus principals and assistant principals to develop an unbiased method of selecting the most qualified, experienced, committed and effective lead teachers that will be charged with year-round added responsibilities as either a Master Teacher, mentor, coach, campus leader, classroom observer or professional development trainer. Highly-effective teachers selected as a **Master Teacher** within each campus will be compensated up to \$7,000 for engaging in additional responsibilities. These Master Teachers will collaborate with campus principals to ensure all students are learning from effective teachers that demonstrate mastery in their professional content. Teachers selected at this capacity for Project **READY** will possess a Master's degree in a specific core content area (Math, Science, etc.), have taught in a high school setting for over five years, and have demonstrated experience and capacity in: 1). Creating an atmosphere, an environment, and an attitude for learning; 2). Establishing a reason for students to learn; 3). Training students how to learn; 4). Inspiring students to achieve; 5). Establishing accountability for learning; 6). Continually checking learning gains; and 7). Celebrating new learning. Master Teachers primarily become the role model for all students in the classroom. Master Teachers will have a reduced class schedule and work with core content teachers in sharing effective pedagogical instructional strategies, lessons and materials, modeling for peers, coaching, conducting classroom observations, providing leadership and feedback, and leading professional development training to both teachers and administrators.

In addition, teacher mentoring programs are perceived as an effective staff development approach for teachers. By establishing teacher mentoring programs, the district serves three important purposes: teachers are given a strong start at the beginning of their careers, veteran teachers learn new skills and experienced classroom teachers serving as mentors receive recognition and incentives (Ingersoll, R.M., & Smith, T.M. 2004). Through Project **READY** effective campus teachers will have the opportunity to be designated a **Mentor Teacher** which includes up to \$4,500 in additional pay for added responsibilities. Project **READY** Mentor Teachers will be required to have the following qualifications: 1) Be a tenured teacher (teach at the same high school for three consecutive years with satisfactory performance), 2) Have three years of teaching experience in the same subject in a high-school setting, and 3) Participated in mentor training including effective teaching and peer coaching training and received high evaluation ratings. Additionally, mentors must be trustworthy, nurturing, have integrity, confidentiality and positive. Once mentors have been selected the next important factor is matching mentors with mentees which will require a desire from both parties to be successful. To match mentors with mentees, Texans Can will review personal and professional traits, gender, common ethnic, racial, culture, similarities of classroom and work assignments, educational background, age, interest, etc. Mentor Teachers' responsibilities will include providing mentees/teachers with guidance on strong lesson planning and classroom management, assistance and support in making professional decisions, facilitating opportunities to observe experienced teachers, modeling effective teaching skills and practices, providing cognitive coaching, guiding the utilization of using data to improve teaching and learning and leading the instructional planning period. In addition, to providing extra compensation to teachers selected as Master and Mentor Teachers for added responsibilities as delineated above, Texans Can Project **READY** will offer incentive pay to teachers trained on providing effective classroom observation, evaluation and feedback, providing effective pedagogical professional development to teachers, administrators and educators, and leading effective instructional collaborative planning periods (common planning time) and capacity building across common core content grade levels. Regular collaborative common planning time will allow teachers to plan ways to integrate the curriculum, analyze assessment data, examine student work, discuss current research, and reflect on the effectiveness of instructional approaches being used as well as planning time to address management issues related to individual student and parent concerns, the day-to-day management of the team, and scheduling of activities (Cook, C. M., & Faulkner, S. A., 2009). This process will also address the need for teachers to have greater authority to make decisions that affect the educational experiences of their students.

Rewards for Effectiveness: Texans Can believes that, like professionals in other fields, great teachers deserve increased compensation and recognition as they increase their effectiveness. In order to retain and motivate their strongest teachers, Texans Can through Project **READY** has developed a set of rewards tied to stages of advancement in its career pathways model. As teachers progress through the career pathways, they will experience a significant salary increase with each stage of advancement. Teachers will also be eligible for incentives/stipends associated with being a grade level classroom observer, trainer, instructional leader and other positions that require extra work for which stipends will be available. In recognition of the fact that teachers success is three fold (classroom performance, school-wide performance and classroom observation) overall success is dependent on the success of the entire school team.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

A large, bold, black "N/A" text centered within a light gray rectangular box.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

A large, bold, black "N/A" text centered within a light gray rectangular box.**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

A large, bold, black "N/A" text centered within a rectangular box, indicating no response or not applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

A large, bold, black "N/A" text centered within a rectangular box, indicating no response or not applicable.**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas public schools have failed to keep up with inflation and to respond to the growing and changing population and increasing expectations (Center for Public Policy 2013). Additionally, charter schools have become a substantial part of public education in Texas. As public schools, charter schools also receive state funding. Currently, there is a statutory cap of 215 charter schools, with approximately 56,000 students across Texas on waiting lists to attend charter schools. There will be several debates surrounding charter schools in the upcoming session. Review of charter school accountability and defining the State's authority to close failing charter schools. Also important is how the State should evaluate charter schools, some of which serve niche populations of students for whom there may be no formal evaluation method. On the other hand, advocates of charter schools also want the Legislature to consider the allocation of funds to maintain facilities and per student funds. Texans Can Academy is one of the first 20 charter schools designated by TEA in 1995, and is like many public local, regional, and national schools – challenged with current budget restraints. Currently, Texans Can operates with a total budget of **\$42,454,709** to serve 10 high-need charter high schools in five metropolitan cities (Austin, Dallas, Fort Worth, Houston and San Antonio), 213 educators and over 4,306 students annually. Of Texans Can's total operating budget, only **\$35,956,333** or **84%** is received from TEA and the remaining amount **\$6,494,376** is recovered from local, private, and community sources (federal, state and private grants, fund raising, bonds, donations, etc.), such as Title 1, 21st CCLC, golfing events, motherhood luncheons, private donations, and corporate foundations including Cars for Kids Fund Raising, etc.

Consequently, the primary focus and investment of Texans Can's limited resources are essentially marked for student learning, academics, text books, curriculum, instructional supplies, facilities, transportation, nutrition, safety and some educator capacity building. Unfortunately, funding for extra-curricular, enrichment, teacher and educator professional development, technology, after-school initiatives, parent activities, career recognition, advancement and merit pay programs are overlooked. Without additional monetary support from sources such as the TEA – Educator Excellence Innovation Program (EEIP), Texans Can is limited to the opportunities it can propose and provide to personnel (teachers, administrators, educators, non-classroom staff, non-subject teachers such as art, physical education, etc.). In terms of personalized professional development, career advancement, educator appraisal systems, competitive recruitment, hiring and retention incentives, and merit pay to help establish a strong environment where students actually learn from highly-effective teachers and educators committed to their profession.

Although, Texans Can is proposing a number of initiatives through Project **READY**, as illustrated in this proposal, these resources are considered only as startup funds for the next four years. One of Texans Can's ongoing district-wide strategic planning goal has been to integrate an educator appraisal system that presents useful data for all educators to grow professionally while receiving recognition and differentiated compensation for competencies met. With the release of TEA's EEIP, this concrete funding is aligned to Texans Can's goal and is one of the main reasons that over 211 or 99% of their educators responded favorably in support and "buy-in" of Project **READY** and its proposed scope of work. Planning for this initiative has been ongoing for the last two years and all Texans Can personnel are very mindful of each element, sanction, reward, and consequence including the importance of responsibility a program of this magnitude requires.

Challenges: Short of these funds, Texans Can will have limited resources to execute an aggressive and competitive recruitment and hiring campaign to attract highly-qualified and highly-effective teachers, administrators and educators for their high-need charter high schools located in economically disadvantaged communities throughout Texas with a high number of minorities and low academically achieving students. Internally, job advancement opportunities would be limited, if not unavailable without additional support to encourage educators to take on added responsibilities. Retention of promising teachers and educators would continue to linger on without these targeted funds, and in turn our students would continue to suffer the consequence of being taught by less experienced, unskilled, under-degreed and unknowledgeable teachers and educators. A shortage of high-quality pedagogical professional development training targeted at building the capacity of teachers and educators would occur without sufficient resources which ultimately affects student learning and performance. The lack of sufficient merit pay could deter a number of teachers and educators from challenging their ability and talent of educating all students equally, particularly for our majority population of hard-to-serve at-risk students. Last but not least, without these grant funds extended partnerships with prominent institutions and organizations (Teach for America, TalentED, VAL-ED, University of North Texas, etc.) with the expertise of serving educators and students would suffer and in due course isolate Texans Can students and teachers from current educational best practices, state-of-art technology, and recent instructional trends and training.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project **READY's** work plan and integrated timeline of activities below, represents a thorough and thoughtful strategy of implementing the necessary steps to meet our goals, objectives, milestones and outcomes delineated in our proposed educator excellence innovation plan on-time and within budget. **Legend:** Superintendent-SU; Project Director-PD; Principal-PP; Partners-PR, Lead Master/ Instructional Teacher -LM, Evaluator-EV, Master/Mentor Teacher-MM

Activity Related Objective	Milestone Outcome	Person In Charge	Year 1				Year 2			
			Quarter				Quarter			
			1	2	3	4	1	2	3	4
Appoint/Hire Project Director	Project Director hired	SU	X							
Announce award of grant	Schools aware and engaged	PD	X							
Recruit project staff	Staff are interviewed and hired	PD	X							
Train, prepare and assign staff	Staff trained and assigned to schools	PD, PR	X	X			X			
Engage partners in an orientation	Partner contracts signed	PD, LM		X	X	X	X	X	X	X
Coordinate School Workshop	School aware of activities/outcomes	PD, LM			X		X		X	
Planning meeting with all stakeholder	Master schedule developed	PD, LM	X		X		X		X	
Compile educator, student, school data	Evaluators compile data and stores	PD, EV		X						
Coordinate Principal meeting	Criteria set - Master/Mentor teachers	PD, EV		X						
Convene Guidance Council & CLT	Roles, duties and expectations set	PD, LM	X		X		X		X	
Recruit Campus Master/Mentor teachers	Interviewed and hired teachers	PD, PP	X			X				X
Coordinate Master/Mentor training	Trained on various evaluation tools	PD, LM	X	X		X				X
Select teachers for Advisory Council	Two Teachers assigned per school	PD, PP	X			X				X
Coordinate and select teachers	Master/Mentors assigned to teachers	PD, PP, LM		X		X				X
Convene Teacher Advisory Council	Roles, duties and expectations set	PD, LM		X	X	X	X	X	X	X
Coordinate professional development	Educators engage in training	PD, PR		X		X	X		X	X
Coordinate peer to peer training	Master/Mentor teachers engage	PP, LM		X	X	X	X	X	X	X
Student portfolio initiated	Academic/College growth model set	LM	X				X			
Recruitment and hiring methods applied	New teachers and educators hired	PD, LM, PP				X				X
Teacher/Educators portfolio initiated	Teacher/Educator growth model set	LM	X				X			
Coordinate educator appraisal systems	TalentEd and VAL-ED engaged	PD, LM, PP		X	X	X	X	X	X	X
New retention and evaluation applied	Educators retained and assessed	PD, LM, PP	X			X				X
Review training for new teachers	New induction practices applied	PD, LM, PP	X			X				X
Classroom Observation implemented	Teachers evaluated and rated	LM, MM, PP		X	X	X	X	X	X	X
Teachers implement new pedagogy	Students' academic scores increase	LM, MM			X	X	X	X	X	X
Students engage AP/dual credit courses	AP/dual credit Increase	LM, MM, EV			X	X	X	X	X	X
Increase student SAT/ACT participation	SAT/ACT scores increase	LM, MM, EV				X	X	X	X	X
STAAR scores collected	Student data analyzed and rated	LM, MM, EV				X			X	
Compile educator, student, school data	Evaluators compile post data	PD, EV			X	X			X	X
Value-added calculations commence	Administrators review results	PD, SU, PP			X	X			X	X
Administrators and key school staff meet	Compensation calculations finalized	PD, SU, PP				X				X
Dissemination of awards announced	Teachers/Educators receive award	PD, SU, PP				X				X
End-of-the year school meeting	Discuss lessons learned and plan	PD, SU, PP				X				X
Plan Summer Institute	Educators participate in training	PD, LM				X				X
Modify program design for Year 2	Program tailored to meet needs	PD, LM				X				
Annual, Fiscal and Evaluation Report	Reports completed and sent to TEA	PD, EV				X				X
Begin developing a guidance manual	Guidance manual in process	PD, EV							X	X
Year 3 & 4 implemented	Students' academic scores increase	PD, LM	X	X	X	X	X	X	X	X

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an ongoing practice, Texans Can seeks feedback from students, parents, teachers, educators, staff, principals and community stakeholders through annual surveys, focus group sessions, town hall meetings, public board meetings, etc. This feedback is assessed by senior personnel, Board of Trustees, and various school and community councils as a means to plan and recalibrate practices and work on a regular basis. In continuing down the same highly effective collaborative course, Texans Can is convinced that the success of Project **READY** efforts will be further enhanced by the quality of personnel and stakeholder involvement which has already been undertaken. Engagement efforts will continue to be comprehensive, holistic, ongoing, and genuine. Texans Can will continue to prioritize the needs, demands, capacities, and assets of the affected schools and personnel for planning, development, and implementation of Project **READY**. The process of developing the Project **READY** program was a collaborative effort in which substantial input from each school was considered and in which "buy-in" from all critical personnel and stakeholder was obtained. To ensure the inclusion of diverse perspectives and "buy-in" during the development of this initiative, Texans Can prior and after the release of this RFP hosted various focus groups and work sessions (four times) with district and school administrators, teachers, personnel, educators, community leaders, institutions of higher education and partners. The purpose of these meetings was to describe and solicit feedback on the program design, outline the proposed project activities, display the outcomes and discuss the timeline to ensure school personnel comprehended the programmatic and financial commitments as well as the restrictions each school would be required to make, and to overall solicit recommendations from all Texans Can educators and staff. These working sessions played a critical role in tailoring the project design, service delivery model, goals, objectives, performance measures, timeline, and activities. Recognizing that each school has specific needs, capacities, climate, and assets, Texans Can was committed to ensuring that each school had the flexibility and autonomy to help design and select the capacity building strategies, and activities that most effectively would benefit their educators and students. In addition, each school was required to secure support and "buy-in" in the form of a formal process. To initiate this process, Texans Can, in collaboration with all 10 participating charter schools, disseminated a digital electronic survey school-wide to assess the level of teachers, administrators, educators and non-classroom staff support and "buy-in." Of the total 213 participating educators from the 10 charter schools, over 211 (99%) responded favorably in support and "buy-in" of Project **READY** and its proposed scope of work.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As aforementioned, Texans Can's Project **READY** initiative is not only a district-wide collaborative effort of all 10 charter high schools, faculty, personnel and administrators participating, but all have also expressed sincere support, buy-in and have agreed to play a vital role in guiding, influencing and shaping the program through the Campus Leadership Teams, Guidance Council and Teacher Advisory Council. During the course of the school-wide comprehensive needs assessment, planning stages, and development of this grant application, Texans Can confirmed that all participating charter high schools are receiving Title I funding, are extremely economically disadvantaged (aggregate 93%), all possess ongoing low student academic achievement and school ratings and each faces unique challenges with recruiting, hiring and retaining highly-qualified and highly-effective teachers, administrators, personnel and non-classroom staff. As a result of this assessment, it was confirmed each school will be represented in Project **READY**. Texans Can is a unique network of 10 public high-need charter high schools of choice for youth, particularly youth categorized as one of the hardest to serve minority at-risk populations in the state and is situated in the five largest metropolitan areas in Texas: **Austin** - Austin Academy; **Dallas** - Dallas Ross, Oak Cliff, Carrollton-Farmers and Pleasant Grove Academies; **Fort Worth** - Campus Drive, and River Oaks Academies; **Houston** - Hobby and North Academies; **San Antonio** - San Antonio High Academy. Texans Can, maintaining its philosophy of responding to the unmet educational and social needs of troubled youth and their parents in the state of Texas is opening a new charter high school in Dallas – Dallas Grant East this coming school year (August 2014). With the opening of yet another high-school in an impoverished community and serving hard-to-serve students, Texans Can's Project **READY** will be poised to serve a total of 11 needy charter high schools upon funding. Texans Can and its exclusive network of charter schools have become a starting point for quality education and community empowerment where underrepresented students and parents engage in innovative intensified academic preparation, leadership and enrichment training, literacy improvement, technology integration, college readiness, social development, wellness and art programs.

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